



USAID
FROM THE AMERICAN PEOPLE



Save the Children

School Community Partnerships for Education (SCOPE) / Mureke Dusome

Annual Report

January 2016 – September 2016

December 14, 2016

This publication was produced for review by the United States Agency for International Development. It was prepared by Save the Children.

Save the Children

School-Community Partnerships for Education (SCOPE)

Cooperative Agreement No: AID-696-A-16-00002

Annual Report

January 2016 – September 2016

Chief of Party:	Alex Alubisia
Email:	Alex.alubisia@savethechildren.org
Telephone:	

TABLE OF CONTENTS

List of Abbreviations.....	3
I. Activity Summary	4
Table 2: SCOPE Results Framework.....	11
II. Overall Progress of the Activity: January 4, 2016, to September 30, 2016	12
<i>Box 2: Development of National Standards for Parent-School Partnerships.....</i>	<i>13</i>
III. Progress by SCOPE Activity Components	18
Result 1: Strengthen the capacity of school leadership to promote school-community partnerships and improve student literacy	18
<i>Activity 1.1 Create nationally appropriate vision of effective literacy school-community partnerships and improve student literacy.....</i>	<i>18</i>
<i>Activity 1.2 Develop training and instructional materials for guiding standards implementation at sector and school levels</i>	<i>19</i>
<i>1.3 Implement scalable training approach for building school leadership capacity</i>	<i>22</i>
Result 2: Increase effective community and parental involvement to improve literacy skills	24
<i>Activity 2.1 Develop and implement a social behavior change communications campaign for literacy</i>	<i>24</i>
<i>Activity 2.2 Mobilize parents and the community to improve student literacy.....</i>	<i>27</i>
<i>Activity 2.3 Promote and Incentivize Local Initiatives for Community Literacy Activities.....</i>	<i>30</i>
<i>Activity 2.4. Leverage existing civic service models to support community literacy activities</i>	<i>31</i>
Result 3: Foster a culture of reading	32
<i>Activity 3.1: Enhance the capacity of Rwanda Reads to support networking, coordination and information sharing among literacy stakeholders.....</i>	<i>32</i>
<i>Activity 3.2 Advance a literacy-promoting advocacy agenda through Rwanda Reads.</i>	<i>34</i>
<i>Activity 3.3. Strategically strengthen supply and demand within the children’s book industry..</i>	<i>35</i>
<i>Activity 3.4 Increase communities’ access to age-appropriate, relevant reading materials.....</i>	<i>45</i>
IV. Monitoring and Evaluation	65
Program Performance Indicators and Targets	67
V. Management Issues.....	71
Completed Procurement (March-September 2016).....	Error! Bookmark not defined.
ICT.....	72
Gender & Disability Inclusion	72
Institutional Strengthening	73
VI. Coordination	73
VII. Challenges and Lessons Learned	74
X. List of Annexes	82

List of Abbreviations

COP: Chief of Party
DDP: District Development Plan
DEC: Development Experience Clearinghouse
DEO: Director of Education
EGRA: Early Grade Reading Assessments
GOR: Government of Rwanda
HT: Head Teachers
HLE: Home Learning Environment
ICT: Information and Communications Technology
LB: Literacy Boost
LC: Literacy Champion
M & E: Monitoring and Evaluation
MEAL: Monitoring Evaluation and Analysis and Learning
MINALOC: Ministry of Local Government
MOE: Ministry of Education
MVP: Millennium Villages Project
NGO: Non-governmental organization
NUDOR: National Union of Disabilities' Organizations of Rwanda
PSF: Private Sector Federation
PRO: Public relations Officer
RALC: Rwanda Academy for Languages and Culture
REB: Rwanda Education Board
RR: Rwanda Reads
RWAMREC: Rwanda Men's Resource Center
SC: Save the Children
SBCC: Social and Behavior Change Communication
SCOPE: School-Community Partnerships for Education
SE: Executive Secretary
SEO: Sector Education Officer
SGAC: School General Assembly Committees
SIP: School Improvement Plans
SLM: School Leadership and Management
SMT: Senior Management Team
TA: Technical Advisor
TTCs: Teacher Training Colleges
URCE: University of Rwanda-College of Education
USG: US Government

I. Activity Summary

School-Community Partnerships for Education (SCOPE) is a four-year USAID-funded project that aims to foster partnerships between schools and the broader community in a bid to improve children's literacy outcomes. The project is being implemented by Save the Children and its partner organizations, Umuhuza and Urunana DC, through a phased approach, in all 30 districts of the country from January 2016 to January 2020. SCOPE has been designed to contribute to the Rwandan Education Sector under the Government of Rwanda's national development priorities, whose strategic plan acknowledges the importance of developing lifelong reading habits and ensuring students develop the foundational skills needed to move from 'learning to read' to 'reading to learn' across all curriculum subjects.¹ Accordingly, the goal of SCOPE is to improve P1-P3 students' ability to read with fluency and comprehension by:

1. Strengthening the capacity of school leadership to improve student literacy through school-community partnerships;
2. Increasing effective community and parental involvement to improve literacy skills; and
3. Fostering a culture of reading.

These three interrelated results will improve the quality of school-community partnerships as well as community and home learning environments (HLEs) (see definition in box 1). The theory of change is that children learn to read better in these supportive conditions than if they are receiving classroom-based instruction alone. SCOPE complements the classroom-based interventions of other USAID-funded education programs, namely L3 and Soma Umenye.

Box 1: Supportive School-Community Partnerships and Community/Home Learning Environments

SCOPE defines supportive school-community partnerships and community/home-learning environments with the following measurable characteristics:

- Students participate in community reading activities;
- Students spend time engaged in reading practice outside of school;
- School General Assembly Committees are active and discuss literacy at the meetings;
- Head Teachers encourage teachers to communicate with parents regarding their children's reading progress, support community literacy activities, and communicate literacy promotion messages to parents;
- Parents/families are aware of their children's progress in reading and take specific actions to support their children's literacy development at home; and
- Parents and students have positive attitudes regarding reading.

In order to strengthen the capacity of school leadership to improve student literacy, SCOPE will first work in collaboration Rwanda Education Board (REB)-School Leadership and Management (SLM) department to develop National Standards for Parent-School Partnership. These standards will serve as the framework for the training modules for Head Teachers and School General Assembly Committee (SGAC) chairpersons and vice chairpersons, which will be used for self-study and with peer-learning circles facilitated by Sector Education Officers (SEOs). SEOs will have their own versions of the training modules with facilitation guidance notes and will receive a face-to-face training on their use. Once

¹ Education Sector Strategic Plan 2013/14-2017/18. (October 2013) Republic of Rwanda, Ministry of Education.

these training modules and the self-study method have been piloted in 12 districts, they will be scaled up to the remaining 18 districts in the country.

To increase effective community and parental involvement to improve literacy skills, SCOPE will conduct a comprehensive Social Behavior Change Communication (SBCC) campaign, which among other strategies, will include training community radio station workers on key SCOPE literacy messages and integrating literacy content into implementing partner Urunana's popular radio drama series. In addition, SCOPE implementing partner Umuhuza will popularize and promote community literacy by training community volunteer Literacy Champions and engaging national youth volunteers in the promotion of literacy. Using SCOPE-developed Literacy Champion toolkits, these volunteers will organize community literacy activities such as weekly reading clubs, parent sessions on the importance of reading, *Umuganda* literacy activities for children, and reading festivals. In addition, SCOPE will incentivize local initiatives for community literacy activities through a Community Literacy Fund (that can be applied to in order to receive books), through using recognition strategies for best practice and high performing districts, and through fostering public-private partnerships for literacy. SCOPE will also work with national and local governments to leverage existing civic service models, such as *Urugerero* youth service and *Umuganda*, to support community literacy activities.

These complementary activities will be reinforced and sustained by technical work to foster a culture of reading and specifically to:

- Support Rwanda Reads as a technical collaboration platform for government and civil society, including revitalization of its website;
- Advocate for literacy promotion through support of policy, standards and other guidance and for institutionalization in REB and Ministry of Local Government (MINALOC) systems;
- Strengthen supply and demand of the children's book industry through stakeholder capacity building, market research, and networking;
- Increase communities' access to age-appropriate, relevant reading materials via book distribution for initial school-community libraries, managed by Literacy Champions, and via collaboration with Kigali Public Library.

The social inclusion and gender dimensions of the program will be integrated into all aspects of SCOPE work including in work plans, implementation, monitoring and evaluation. For example, at implementation level, SCOPE will embrace role models, by having women in leadership positions both within the project and in project activities, and encouraging women in communities to take responsibility for project activities (e.g. being a Literacy Champion, or leading a community reading celebration). SCOPE is also committed to promoting the role of men in supporting their children's education and will work with civil society partner, Rwanda Men's Resource Centre (RWAMREC), to devise strategies that target men. Organizations helping people with disabilities and RWAMREC will work with SCOPE throughout the materials and SBCC campaign development to ensure SCOPE represents men, women, people with disabilities, and other disadvantaged groups in its work, and to ensure project activities include strategies for inclusion. Where possible, SCOPE will disaggregate data by sex and disability, sharing data with relevant organizations that work on these issues.

Working in the context of other interventions that are aimed at improving the quality of classroom instruction and access to high-quality, relevant teaching and learning materials, SCOPE will contribute to improved literacy outcomes for children in the primary grades, leading to increased opportunities for their success in schooling, by focusing on reaching children in their homes and communities. By the end of the project, SCOPE expects that more students will be able to read at grade level with fluency and comprehension because they are participating in out-of-school reading practice activities that complement in-class instructional activities. With the support of local officials and an effective system

of professional development, head teachers and SGACs will promote the active participation of men and women in supporting children's reading acquisition, including people with disabilities, the poor, and other vulnerable populations. Parents throughout Rwanda will be aware of what and how their children are reading in school, and will be involved in supporting their children's learning both in and out of school. Parents will deem literacy skills foundational for success in school, promote reading at home and in the community, and set high expectations for the academic achievement of their children. Reading resources in the community will be accessible and well utilized. The culture of reading will be growing stronger throughout Rwanda. As to the policy environment related to reading, a National Literacy Promotion Policy will be developed and disseminated; *Umuganda* Literacy will be integrated in MINALOC policy framework and programs; literacy will form an integral part of the *Imihigo* of key education officials at district and sector levels; and literacy will be integrated in District Development Plans and School Strategic Plans.

Please see table 1 below for more details of what constitutes a complete intervention and expected outcomes for each SCOPE stakeholder.

Table 1: Intervention activities and outcomes by stakeholder

Stakeholder	Complete intervention consists of:	Expected Outcomes
Child	<ul style="list-style-type: none"> Exposed to <i>Urunana</i> radio drama series Has an enabling environment for learning to read (stakeholders listed below receive intervention and act accordingly) Attends community literacy events such as reading clubs, reading festivals, etc. 	<ul style="list-style-type: none"> Children spend more time reading and practicing reading skills in their homes and communities Children's literacy-related knowledge, attitudes, and practices improve Children's reading abilities improve
Parent	<ul style="list-style-type: none"> Attends SGA meetings on the importance of literacy Participates in parent session on practical strategies for supporting children's literacy Listens to <i>Urunana</i> radio series Is exposed to other SBCC messaging on radio, TV or other channels Participates in reading events or activities held in school or the community 	<ul style="list-style-type: none"> Parent literacy-related knowledge, attitudes, and practice will improve, such as: <ul style="list-style-type: none"> Speaks more with children at home, including story-telling, to build vocabulary and comprehension skills Sits and reads with child for a few minutes every day Gives child time to attend community reading activities and time to read at home Engages with child's school about reading progress
District Education Officer (DEO)	<ul style="list-style-type: none"> Attends introductory SCOPE meeting in Kigali Supports facilitation of introductory SCOPE meeting at the district level Attends training with SEOs on Parent-School Partnerships for Education (SLM modules training) Is exposed to other SBCC messaging on radio, TV or other channels District may be recognized if high performing or demonstrating best practice 	<ul style="list-style-type: none"> During meetings at District level, SEOs are encouraged to share achievements about literacy promotion, implementation of what they learnt from self-study modules, etc. Sensitize community members on the importance of literacy through <i>Umuganda</i> meetings and other district level meetings Organize reading events at district level Include children's literacy promotion in their annual action plans <p>Leading to:</p> <ul style="list-style-type: none"> Literacy in the district is prioritized and integrated in DEO's annual action plans

		<ul style="list-style-type: none"> Meetings with SEOs to review progress on literacy promotion held regularly At least one reading event held per year
Sector Education Officer (SEO)	<ul style="list-style-type: none"> Attend sector level SCOPE introductory meetings Attend SEO training at District level on Parent-School Partnerships for Education (SLM modules training) Receive direction/support from SCOPE staff on implementation of SCOPE activities (facilitation of SLM self-study modules with HTs / SGAC chairpersons, etc.) Is exposed to other SBCC messaging on radio, TV or other channels May be recognized via social media or other channel if high performing or showing best practice 	<ul style="list-style-type: none"> Facilitate face-to-face training at sector level for HTs and SGACs chairperson and vice chairperson on the first module of the Parent-School Partnerships for Education Follow up on HTs' and SGACs' progress towards completing and applying learning from the self-study modules Visit reading clubs in school communities and provide feedback Sensitize community members on the importance of literacy through Umuganda meetings and other sector level meetings Coordinate Literacy promotion activities in the sector Support the coordination of the selection of Literacy Champion selection Organize reading festivals, competitions and events Support schools in the sector on the allocation of community literacy funds Include in their annual plans children's literacy promotion activities <p>Leading to:</p> <ul style="list-style-type: none"> Effective Literacy Champions selected and mobilized Literacy in the sector is prioritized and integrated into SEO's annual action plans Meetings with HTs & SGACs to review progress on literacy promotion held regularly At least one reading event held per year
Head Teacher (HT)	<ul style="list-style-type: none"> Collaborates with SGAC president & vice president to complete 6 SLM study modules Parent-School Partnerships for Education Receives a monitoring visit from SEO Attends 2 face-to-face meetings with SEO and peers Helps to select and support community volunteer Literacy Champion Oversees and supports community reading activities Is exposed to other SBCC messaging on radio, TV or other channels 	<ul style="list-style-type: none"> Communities mobilized to support children's reading activities Parents engaged in the life of the school with established channels for communication Communities and parents provide support for children's reading development Children of all ages use books in class and take them home Strengthened relationships with SGAC and parent leaders
School General Assembly Committee	<ul style="list-style-type: none"> Supports village leaders in the selection of Literacy Champions 	<ul style="list-style-type: none"> Effective Literacy Champions selected and mobilized

(SGAC) president/vice president	<ul style="list-style-type: none"> Attends training at sector level to complete the first module for Parent-School Partnerships for Education In collaboration with Head Teachers, completes the remaining five modules on Parent-School Partnerships for Education Is exposed to other SBCC messaging on radio, TV or other channels 	<ul style="list-style-type: none"> Works with Literacy Champions and Head Teachers to apply for Community Literacy Funds Works with Head Teacher to organize reading festivals in the school community Visits reading clubs and provides feedback to LCs Sensitizes community members on the importance of literacy through SGA and SGAC meetings At least one reading festival held per year <p>Leading to:</p> <ul style="list-style-type: none"> Vibrant reading clubs and community libraries
Literacy Champion	<ul style="list-style-type: none"> Selected by HT, SGAC, and village leaders Trained for a minimum of two days by Umuhuza Receives a copy of the Literacy Champion Toolkit Receives support from HT, SGAC, village leaders, and SEO Manages the book collections May receive monitoring or coaching from other LCs, Umuhuza, Peace Corps volunteers or Save the Children staff 	<ul style="list-style-type: none"> Leads reading initiatives (reading clubs, parent sessions, Umuganda, etc) for P1-P3 children Manages book collections for use in reading clubs and other reading activities Works with Urugerero youth to promote literacy in the community Sensitizes community members on the importance of literacy Works with School Leadership and SGACs in the application of Community Literacy Funds; Collaborates with school leadership and SGAC to organize reading festivals in the school community <p>Leading to:</p> <ul style="list-style-type: none"> Participatory reading activities that are well-attended Vibrant reading clubs and community libraries
Urugerero Youth volunteer	<ul style="list-style-type: none"> Receives training in volunteer community literacy activities via its integration in <i>Itorero</i> curriculum Receives direction/support from Literacy Champion, HT, SGAC, and village leaders in supporting community literacy activities 	<ul style="list-style-type: none"> Supports reading initiatives in communities – reading clubs, community libraries Ensures that all children, boys and girls, those with disabilities have equal access to reading material and opportunities
Other community members	<ul style="list-style-type: none"> Listens to Urunana radio series Listens/exposed to literacy messaging (Umuganda, parent sessions, SGA meetings, etc.) given by LC, HT, SGAC, or village leaders Invited to attend/support literacy activities in the community, such as Umuganda 	<ul style="list-style-type: none"> Play an active role in children's reading activities such as providing space and relevant materials All children regardless of gender and disability status benefit from available reading opportunities
MINALOC– Vice Mayors in charge of Social Affairs	<ul style="list-style-type: none"> Attends introductory SCOPE meeting in Kigali Attends district level introductory SCOPE meeting Oversees overall coordination of literacy efforts in the district 	<ul style="list-style-type: none"> At least one coordination meeting on literacy held at district level on a quarterly basis

	<ul style="list-style-type: none"> • Participates in literacy promotion activities 	
--	---	--

A phased approach to implementation:

The School-Community Partnerships for Education (SCOPE) project was launched in Rwanda in 2016. Burera and Gicumbi districts were chosen as implementation locations in year one in order to build on operational and program activities already in place by Save the Children and Umuhuza in these areas. This selection was made to enable immediate start-up of program activities under SCOPE, capitalizing on program experience, existing infrastructure and community/government relationships.

Going forward, however, Save the Children is committed to the expansion of SCOPE into additional districts in partnership with REB. The anticipated plan for district expansion is outlined below:

- In Year 2 (FY 2017, commencing October 2016), SCOPE will phase operations into 10 new districts of Gasabo, Nyarugenge, Rwamagana, Kayanza, Ngororero, Nyabihu, Rubavu, Muhanga, Ruhango and Musanze.
- In Year 3 (FY 2018, commencing October 2017), the 18 remaining districts will be phased-in to reach national scale.
- In Year 4, SCOPE will consolidate its model at scale, making adjustments to various approaches as necessary, documenting experiences, best practices and lessons learned.

Relation of SCOPE to USAID/Rwanda's Country Development and Cooperation Strategy

SCOPE was designed to address USAID/Rwanda's Country Development and Cooperation Strategy (CDCS) Intermediate Result 4.1 of *improved literacy outcomes for children in primary grades* in the overall goal of attaining USAID/Rwanda's CDCS Development Objective 4 of *increased opportunities for Rwanda children and youth to succeed in schooling and the modern workplace*.

SCOPE RESULTS FRAMEWORK

The primary purpose of the SCOPE initiative is to improve literacy outcomes for children in primary grades. The SCOPE results framework has three Intermediate Results (IRs): (1) strengthened capacity of school leadership for leading literacy focused school-community partnerships, (2) improved parental and community engagement in providing literacy support, and (3) improved culture of reading.

In order to achieve a strengthened capacity of school leadership to promote literacy-focused school-community partnerships (IR 1), the enabling policy environment must be improved so that school leaders are supported and held accountable via national standards for school community partnerships (Sub-IR 1.1). Once standards have been agreed upon, training materials will need to be developed that can guide school leaders in how to uphold these school-community partnership standards (Sub-IR 1.2). Finally, once the materials have been developed, piloted, and revised, they will need to be scaled up at the national level so that all school leaders are supported to uphold the literacy-focused school-community partnership standards (Sub-IR1.3).

For achieving improved parental and community engagement in providing literacy support (IR 2), parents and community members first need to be convinced that providing time and support for literacy learning outside the classroom is essential. To this end, SCOPE will conduct a SBCC campaign to influence attitudes towards reading (Sub-IR 2.1). As children, parents and community members are being exposed to the SBCC campaign, community reading events and supports need to be available to try out in order to confirm budding ideas about the importance of literacy learning outside of schools.

Accordingly, Sub-IR 2.2 selects and trains community Literacy Champions to organize community reading activities and mobilize parents and community members to support their children’s literacy learning. However, on their own Sub-IRs 2.1 and 2.2 may not be enough to drive sustainable changes around literacy in the 4 years of project implementation, especially where many communities are starting out with few to no appropriate children’s books and considering that the community literacy activities are largely dependent on volunteers. Consequently, SCOPE is also incentivizing communities to normalize and institutionalize these community reading activities via a Community Literacy Fund that communities can apply to in order to receive books and receive public recognition on radio, social media, and other popular forums in Rwanda; additionally, SCOPE is engaging with private institutions to popularize public-private-partnership models for literacy in Rwanda (Sub-IR 2.3). Moreover, SCOPE is working towards institutionalization of community-led reading activities for children by (1) advocating within the national youth service body (*Itorero*) to have community reading activities be accepted as an option for this national youth service requirement and (2) advocating for literacy activities for children during monthly *Umuganda* days; this will ensure that SCOPE’s community reading activities continue after the life of the project (Sub-IR 2.4).

Both IR 1 and IR 2 are dependent on and influence the culture of reading in Rwanda. In order to ensure that the culture of reading is fostered and sustained (IR 3), SCOPE will work to revitalize MINEDUC/REB’s Rwanda Reads networking platform, which strives to foster synergies among stakeholders via information sharing, networking, and promotion of literacy activities and initiatives. SCOPE will re-energize dormant Rwanda Reads members, bringing on new members and supporting members to organize literacy events all year round and especially during the Literacy Month in September; SCOPE will be the technical lead to revitalize the Rwanda Reads website with important advocacy and implementation resources (Sub-IR 3.1). Simultaneously, SCOPE will seek to improve the enabling policy environment related to literacy promotion to ensure the culture of reading is supported at the national level and cascaded down to local levels by supporting the drafting and approval process of a National Policy for Literacy Promotion; SCOPE will also support its dissemination through its various project activities and forums. Additionally, via advocacy for districts to incorporate literacy, and school-community partnerships specifically, into their *Imihigo* and District Development Plans, SCOPE will work with districts to improve the enabling environment at the district and sector levels by building literacy-related objectives into their plans (Sub-IR 3.2).

As the enabling environment is promoted at the policy level, SCOPE will cultivate improved supply and demand for children’s Kinyarwanda-language reading materials through its whole-system approach, which intervenes at every stage of the local book chain. Stakeholders in the publishing industry will benefit from trainings, the continuation and expansion of the Abana writer’s café, book purchasing consortiums, and meetings of the Rwanda Children’s Book Forum; research on market preferences and other demand-related questions will be conducted and shared with publishers and the Rwanda Reads community (Sub-IR 3.3). In the interim while literacy momentum is being built, SCOPE will ensure communities have an initial supply of 100 books so that Literacy Champions and communities can begin organizing reading activities, will reward selected champion districts with an initial district-level library, and will work with Kigali Public Library to help communities make better use of the books already in community libraries (Sub-IR 3.4).

These Intermediate Results and Sub-Intermediate Results are shown in Table 2 below:

Table 2: SCOPE Results Framework

Project Purpose: Improved literacy outcomes for children in primary grades		
IR 1: Capacity of school leadership to improve student literacy through school-community partnerships strengthened	IR 2: Effective community and parental involvement to improve literacy skills increased	IR 3: Culture of reading improved
Sub-IR 1.1: Nationally appropriate vision of effective literacy school-community partnerships through evidence-based standards developed	Sub-IR 2.1: Social behavior change communications campaign for literacy developed and implemented	Sub-IR 3.1: Capacity of Rwanda Reads to support networking, coordination and information sharing among literacy stakeholders enhanced
Sub-IR 1.2: Training and instructional materials for guiding standards implementation at sector and school levels developed	Sub-IR 2.2: Parents and community mobilized to improve student literacy	Sub-IR 3.2: Literacy-promoting advocacy agenda through Rwanda Reads advanced
Sub-IR 1.3: Scalable training approach for building school leadership capacity implemented	Sub-IR 2.3: Local initiatives for community literacy activities promoted and incentivized	Sub-IR 3.3: Supply and demand within children's literature industry increased
	Sub-IR 2.4: Existing civic service models leveraged to support community literacy activities	Sub-IR 3.4: Communities' access to age-appropriate, relevant reading materials increased

The framework will serve as one of the primary SCOPE management tools, enabling the management team to define and organize its annual work plan around the desired end results, to gauge progress toward the achievement of results and to make appropriate adjustments to relevant programs and activities. The framework will also function as an effective communication tool, enabling the SCOPE team to succinctly capture and communicate the key elements of its strategy to increase time students spend reading outside of school.

SCOPE was renamed "Mureke Dusome" through a contractual modification in the third quarter of FY2016. With the exception of project plans and reports, the project will be referred to as SCOPE for all other purposes for the life of the project.

II. Overall Progress of the Activity: January 4, 2016, to September 30, 2016

With the contractual start date of January 4, 2016, FY2016 was essentially the project's foundational year. This involved establishing the operational platform, including recruitment of staff and procurement of project equipment. Save the Children held an internal kick off workshop for the SCOPE project in January 2016. Discussions at the workshop focused on key project objectives, strategies and contractual deliverables. Other important topics discussed included partners and partnerships, branding and marking, M&E and AidTracker+. Save the Children signed sub-award agreements with Umuhuza and Urunana DC in line with the terms of reference agreed in the Cooperative Agreement. Both partners commenced program implementation in March 2016. In the same month, Urunana DC commenced message development and script writing to publicly communicate key SCOPE messages.

Given the centrality of the Rwanda Education Board (REB) in the development and implementation of SCOPE activities, Save the Children as the implementing agency for the SCOPE project engaged with Rwanda Education Board (REB) Senior Management Team with the aim of forging an effective partnership and ownership of the project activities. SCOPE clarified project objectives and strategies with REB, ensuring that project plans reflect REB's priorities and needs so as to further their ownership of the project for better results and long-term sustainability. Steps in this process included:

- Save the Children made a presentation on February 19 to formally introduce the SCOPE project to the Senior Management team at REB.
- As a result of the meeting, it was agreed that:
 - a project steering committee be established to provide general oversight and technical support in the implementation of the project;
 - REB will provide office space for a SCOPE member of staff to facilitate joint planning, implementation and monitoring with REB; and
 - REB will provide feedback on SCOPE objectives and plans.
- On diverse dates between February and March 2016, REB and SCOPE held consultative and planning meetings to roll out the implementation of project activities.

In FY2016, SCOPE conducted a series of meetings with REB aiming to forge an effective partnership and ownership of the project activities. SCOPE clarified project objectives and strategies with REB, ensuring that project plans reflect REB's priorities and needs so as to further their ownership of the project for better results and long-term sustainability. REB confirmed that SCOPE aligns with the 2016 REB/SLM Unit priorities of Capacity Building of School General Assembly Committees, School Improvement Planning and School Collaboration. REB suggested SCOPE develop Parent-School Partnerships Standards that will help parents and schools to improve their collaboration and promote children's learning. SCOPE, REB/SLM Unit and other partners intervening in School Leadership (including Wellspring Foundation and VVOB) participated in 3 workshops to develop the standards.

SCOPE accordingly spearheaded the development of the National Parent-School Partnership Standards in alignment with the SLM standards (see Box 2). Using the National Parent-School Partnership Standards as a framework, SCOPE developed six self-study modules for Head Teachers (HTs) & School General Assembly Committees (SGACs) and for Sector Education Officers (SEOs), with each module corresponding to one of the six standards, with guidance and practical assignments provided to support implementation. Three (3) School Leadership and Management (SLM) modules and the Literacy Champion Toolkit were piloted in two (2) school communities in Burera and 2 school communities in Gicumbi districts. The modules and Literacy Champion toolkit were accordingly reviewed and finalized following this initial pilot.

Box 2: Development of National Standards for Parent-School Partnerships

SCOPE held a series of workshops on the development of the project's support materials in April-June 2016 in Kigali. Participants included: Rwanda Education Board (REB), VVOB, Wellspring, Concern Worldwide, Millennium Village, National Union of Disabilities' Organizations in Rwanda (NUDOR), Rwanda Men's Resource Centre (RWAMREC), EDC/L3, District Education Officials, Sector Education Officials, Head Teachers, and representatives from School General Assembly Committees (SGACs).

The workshops provided participants with an overview of the project along with its objectives. During the course of the workshop, participants were able to provide their input to the drafted standards and the accompanying competency framework. By the end of the workshop, six draft standards were developed, each identifying how parents and schools can strengthen their collaboration to support students' learning.

A second, larger pilot of the SLM modules and Literacy Champion toolkit began in Q4 FY2016 in all sectors in Gicumbi and Burera. The project team facilitated a training of trainers (ToT) on Parent-School Partnerships for Education for Sector Education Officers (38) and the Directors of Education in Burera and Gicumbi districts (2) in Q4 FY2016. As a result of the trainings, participants recognized the importance of literacy, especially for young children in lower classes since children who fail to read and write at an early age struggle to perform well in school. Participants carried out a self-assessment of the current situation concerning the collaboration between the school and parents to improve children's literacy and discovered a big gap. They also decided to strengthen collaboration between school leadership and SGACs to ensure increased participation of parents in School General Assembly meetings. In line with the objectives of the modules, participants (SEOs and Directors of Education) were also trained on the selection criteria for Literacy Champions from their villages.

SCOPE engaged RWAMREC and Girl Effect to participate in the development of training materials to ensure that gender issues were well accounted for. SCOPE has since subcontracted RWAMREC to contribute gender expertise to all aspects of SCOPE's programming, including the remaining SLM modules and Literacy Champion toolkit. SCOPE planned to collaborate with NUDOR to provide technical assistance on aspects of inclusion. However, due to a shortage of technical staff at NUDOR, SCOPE is currently searching for another organization specialized in a disability-related field. The project expects to have identified such an organization by the end of Q2 in FY 2017.

During the year, SCOPE conducted one face-to-face training for 38 SEOs (33 male and 5 female) and 2 DEOs (1 male and 1 female) for Burera and Gicumbi Districts on Parent-School Partnerships for Education. The objective of the training was to receive a general overview of the modules and to collaborate to complete the first module. Participants discussed how they would facilitate the same training to HTs and SGAC presidents and vice presidents, follow up on the implementation of the first

assignment (support village-based selection of two Literacy Champions), and continue to support HTs and SGAC presidents and vice presidents to complete their self-study modules at their respective schools.

Under the coaching and mentorship of the Umuhuza Community Engagement and Save the Children's SCOPE teams, SEOs cascaded the same training in their respective sectors to 190 Head Teachers and 379 SGAC presidents and vice-presidents in the two districts of Burera and Gicumbi on how to select Literacy Champions. Simultaneously, Umuhuza facilitated the development of a cadre of 22 trainers via a Training of Trainers to support Literacy Champion training, initially in Burera and Gicumbi districts and in the longer term, in the countrywide training of LCs and Urugerero youth. The participants completed the module's follow-up assignment by participating in the selection of Literacy Champions along with the village authorities. They have also committed to use SGA meetings to discuss with parents on how they can work together with the school to promote children's literacy skills.

Following their training on selection criteria, HTs, SGACs and village leaders selected two volunteer LCs for their (village) school community. 382 LCs were selected based on the selection criteria. The SCOPE team with the support of the trainers conducted the Literacy Champions' training for 381 LCs based on the Literacy Champion Toolkit in Gicumbi and Burera districts. Each of the 381 LCs trained received a copy of the Literacy Champion Toolkit:

No	District	Number of Sectors	Number of Schools	LCs Identified			LCs trained		
				M	F	Total	M	F	Total
1	Gicumbi	21	100	97	103	200	97	103	200
2	Burera	17	92	90	92	182	90	91	181
Total	2	38	192	187	195	382	187	194	381

REB has also supported the engagement of other education partners to participate in the SCOPE activities such as attending awareness meetings as well as participation in the development of training materials workshops.

SCOPE drafted a 2017 calendar that includes 7 literacy days (see Result 3). After approval by USAID and REB, it will be shared with District Officials, Sector Officials and HTs. It will help these local authorities to remember literacy events and plan to celebrate them.

In order to promote a culture of reading, the project developed a Social Behavior Change Communications (SBCC) strategy. In alignment with this strategy, Urunana DC soap opera commenced broadcasting SCOPE key messages on literacy in May 2016; messages are regularly monitored for reach and relevance. The SBCC strategy will be completed drawing from the findings of the KAP survey expected to be completed within Q1 FY2017.

In the role of Rwanda Reads Secretariat, SCOPE embarked on revitalizing the platform during the year. The project accordingly supported Rwanda Reads members to celebrate other key literacy events including the World Book Day, Day of the African Child and the International Day of Families.

The celebration of the International Literacy Day on September 8th is one of the major highlights of the year under review. SCOPE spearheaded the coordination and celebration of the International Literacy

Day, which was combined with the Rwanda Reads General Assembly and marked the opening of the National Literacy month. The Ministries of MINEDUC (through REB), MIGEPROF, MINALOC and MINISPOC made presentations at the Assembly in which they articulated their commitment to the promotion of literacy in Rwanda. SCOPE and MINISPOC co-facilitated the celebration of the International Literacy Day on September 9, 2016. SCOPE, as the Secretariat, documented the literacy-related achievements of Rwanda Reads members during National Literacy month and submitted the report to USAID.

The Umuganda Literacy initiative continues to grow in momentum with a total of nine (9) Umuganda Literacy events conducted from March to September 2016. Events were held in Burera, Gicumbi and Gasabo (Kigali City) Districts with more than 720 children reached. On September 24, 2016, USAID staff led by *the Charge d'affaires*, Matt Roth, joined Umuhuza and the rest of SCOPE team in reading for children during Umuganda at SOS children's village in Kacyiru, Kigali. For more details, you can follow the following link: <http://savethechildren.us13.list-manage.com/track/click?u=e37448a270db411560e1288e7&id=8caeef9901&e=c43b00f750>.

Engagement with the media was strengthened with the training of 18 journalists on Mureke Dusome's objectives and its literacy messaging approach. Consequent to this training, 10 stories focusing on Mureke Dusome and 19 on Rwanda Reads member activities during the literacy month were published. More significantly, the Rwanda Broadcasting Agency (RBA) was actively engaged in supporting literacy month efforts, resulting in an audio story from a local publisher aired through "Itetero", a child focused program sponsored by UNICEF.

The complementary efforts of the Rwanda Reads General Assembly, government ministries, and the publishing sector along with media engagement have helped to generate momentum for literacy promotion across the country.

Mureke Dusome also completed the children's readership preference study, which is under revision prior to the release of the final report in Q1 FY2017. The study confirmed Save the Children's observations and advocacy messages from the last three years on the importance of children accessing a range of culturally relevant books in order to ensure all children can access reading materials that pique their interest.

SCOPE engaged a consultant in Q3 to review secondary literature related to reading in Rwanda, to consult with relevant actors in the field of education, and to synthesize international evidence alongside existing experience of SC and others. The consultant submitted the report in Q4 (titled: *Building Effective School, Family, and Community Partnerships to Support Children's Literacy Development*) whose analysis and recommendations have informed the project's approach and served as a resource for advocacy with the Government of Rwanda (GoR) regarding the importance of the community and home environment. The project plans to share the findings of this study with education development partners together with the dissemination of KAP findings in Q1 FY2017.

SCOPE has worked to increase children's access to high-quality, local-language materials by building the capacity of local book sector actors to stimulate and meet demand for a sustainable supply of reading materials, through trainings, mentorship and bespoke technical advice. Specific examples of this type of support include the following:

- Four book review meetings were held in 2016 (2 internal, 2 external) whereby publishers submitted 193 titles; 161 were endorsed and are finally on the market.

-
- In April, an illustrators' workshop, highlighting new artistic techniques, was held and attracted 30 illustrators. In the same week, an authors' training was held on writing picture books to build capacity in plot development that features rising action, interlude, climax, falling action and conclusion. Seventeen authors attended the training. From both trained groups, 12 authors with finalized stories were partnered with 12 of the trained illustrators. The group of 24 were then trained on how to apply their newly acquired skills to develop story boards for picture books. As a result of this training, 12 picture books are currently in different stages of development, with several titles close to being finalized.

Local publishers formed and officially registered the Rwandan Children's Book Forum (RCBF), an entity that serves as a networking platform for professional publishers, writers, editors, illustrators, designers, scholars and other actors who are actively engaged in the promotion of the reading culture among children in Rwanda. Since its registration in July 2016, the RCBF has, among other key activities: organized a study trip to Burera and Gicumbi districts, convened an RCBF General Assembly, made book donations to community libraries, facilitated a workshop for new publishers and organized a book fair.

The reporting period ends with a brand new illustrators' website launched. This website provides the means of gaining visibility for the emerging cadre of children's book illustrators.²

The Abana Writers' Café continues to attract young and imaginative authors and illustrators. With themes across a range of topics, some of the stories have portrayed women and young girls in a positive light while at least one author has written about a resourceful girl who has a visual impairment.

In Quarter 4 of FY2016, 100 books (developed by the local publishers and including a wide range of genres and topics), 104 metallic storage boxes and 104 mats were delivered to 104 community libraries in Gicumbi and Burera districts (10,400 books delivered in total). The delivery process coincided with the LC trainings.

A draft KAP survey protocol on early literacy development at school and community levels was developed by March 31, 2016. In order to strengthen the quality of the survey, SCOPE reached out to RENCP members (including VSO and NUDOR) to solicit their input into research questions. In July 2016, Save the Children obtained permission for the research from the key agencies responsible for approving research efforts in Rwanda. Actual survey work began later in July 2016 and was completed in August 2016. Analysis of the SCOPE KAP survey is at an advanced stage with the final report expected before the end of Q1 FY2017. The final version of SCOPE's Monitoring and Evaluation plan was submitted to USAID for approval at the end of Q4 FY2016.

In order to strengthen the project's M&E function, a local consultant has been recruited to design and implement the SMS reporting system, which if successful will automatically combine all SMS information into one single database at SC's office in Kigali. It will improve communication channels between the SCOPE project with Sector Education officers (SEOs) and Literacy Champions. SEOs and LCs will be responsible to report on a quarterly basis using a simple SMS system. Full implementation of this system commences in Q2 FY2017.

A meeting between Save the Children and URCE was held to discuss collaboration on specific research areas; Save the Children submitted to URCE a draft Memorandum of Understanding (MOU) outlining

² The website can be viewed at www.rwandanillustrators.org

the specific areas of collaboration including research interests. It is expected that an MOU approved by both parties will be in place and being implemented within Q2 FY2017.

III. Progress by SCOPE Activity Components

Result 1: Strengthen the capacity of school leadership to promote school-community partnerships and improve student literacy

Activity 1.1 Create nationally appropriate vision of effective literacy school-community partnerships and improve student literacy

1.1.1 Synthesize existing knowledge of reading approaches in Rwanda³

Existing knowledge of reading approaches in Rwanda was synthesized through collaboration with EDC/L3 on development of a report on past and present literacy programming in Rwanda. This was done by SCOPE TA and Save the Children Education Signature Programme Director. A desk review was also conducted by a consultant in order to identify best practices in developing community-based reading initiatives. The study, “Building Effective School, Family, and Community Partnerships to Support Children’s Literacy Development,” reviewed international literature as well as conducted interviews with organizations supporting reading in Rwanda. This study informed SCOPE’s approach and is being used as a source of advocacy with the government of Rwanda regarding the importance of the community and home environment in terms of promoting children’s literacy. SCOPE will continue to share these findings in the SCOPE introduction and awareness meetings with beneficiaries and stakeholders.⁴

1.1.2 Conduct formative research with URCE on interests, attitudes, and needs of stakeholders & disseminate results of research (combined what was formerly 1.1.2 and 1.1.3, formerly 1.1.3: convene national workshop to disseminate results of research and studies)

SCOPE engaged URCE to participate in SCOPE activities through collaboration on research related to children literacy’ in Rwanda. URCE confirmed their willingness for that collaboration. The MOU has already been submitted to URCE and the legal department is currently reviewing the terms of agreement.

1.1.3 National Parent-School Partnerships standards development and dissemination (formerly 1.1.4 Use existing School Leadership and Management (SLM) standards developed by REB as a framework to train HTs on literacy promotion & 1.1.5 Support REB in the development of literacy-focused SGAC standards & 1.1.6 Develop and execute a plan for the dissemination of SLM and SGAC standards

³ In SCOPE’s 4 year work plan, three background studies would be conducted to inform the standards. The three studies include, 1) secondary literature review and qualitative research with local stakeholders on the home-literacy environment, supplemental to L3’s study (1.1.1), 2) formative research with URCE – exact research questions still under negotiation (1.1.2) – that will inform the revision of the standards and/or modules & toolkit, 3) qualitative study of module and toolkit implementation that will inform the revision of the standards and/or modules & toolkit.

⁴ The complete study can be found:

<https://dec.usaid.gov/dec/content/Detail.aspx?ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=MzgyMzA4>

through the system)⁵

As REB-SLM unit has prioritized the empowerment of parent-school partnerships to improve children's education, it was suggested that SCOPE develop parent-school partnerships standards. These standards will be used by SGAC and school leaders to strengthen collaboration to ultimately improve students' learning. Three workshops took place to develop the National Parent-School Partnerships Standards, with the following participation:

May 13th, 2016: A workshop was held for stakeholders to provide inputs on the draft standards (26 participants: 9 females and 17 males). Participants included representatives from REB, VVOB, Wellspring, EDC/L3, Concern Worldwide, Millennium Villages project, RWAMREC, NUDOR, and DEOs, HTs, SEOs, SGACs, and a Vice Mayor in Charge of Social Affairs.

May 21, 22, & 29, 2016: A workshop with REB was held to flesh out the components of the draft National Parent-School Partnerships Standards, including the introduction, purpose, and the goals of each standard. Participants also began to develop a complementary competency framework which provides information on the roles and responsibilities of the primary actors (schools and parents) as well as the knowledge, skills, values and practices the responsible actors should demonstrate to implement each standard.

August 19, 2016; A workshop with REB, VVOB, Wellspring, VSO, IEE, Girl Effect and RWAMREC was held to review the developed standards before finalization. Amongst key recommendations were to simplify the language, to add an annex with a self-evaluation on school-community partnership issues for beneficiaries (school and parent leaders), and to add more examples from research findings in order to strengthen its rationale.

National Standards for Parent-School Partnerships (draft)

1. Sharing Responsibility
2. Active Participation in School Life
3. Communicating Effectively
4. Supporting Learning
5. Ensuring Equity and Inclusion
6. Collaborating with the wider

Another review workshop is planned in Q1 FY2017, after which the draft of the standards will be submitted to REB SMT for endorsement.

Activity 1.2 Develop training and instructional materials for guiding standards implementation at sector and school levels

1.2.1 Mapping of existing resources (as part of 1.1.1 above)

SCOPE mapped existing resources in relation to School Leadership and School General Assembly Committee (SGAC) manuals. This was done through the collaboration with REB and other partners participating in the School Leadership Taskforce. Existing materials identified include School Leadership & Management and SGAC manuals developed by REB, VVOB, Wellspring Foundation for Education and Concern Worldwide. Through discussion with the relevant partners, successful approaches used in

⁵ During discussions, REB was very clear that they did not want the SLM standards to be adjusted but that they did want support with SGAC standards. REB SLMU has taken strong ownership of the National Parent-School Partnership standards and this resulted in the changes to the work plan described under this section.

previous toolkits were adapted for incorporation into the SCOPE training package and self-study materials.

1.2.2 Develop Literacy Champion Toolkit

School Leadership and Management Unit of REB and Save the Children, in collaboration with the Community Engagement team from Umuhuza developed and finalized the Literacy Champion Toolkit. SCOPE consulted RWAMREC to ensure that the content integrates gender and social inclusion effectively. SCOPE piloted the draft of the Literacy Champion toolkit in 2 school communities in each of Burera and Gicumbi districts. Beneficiaries (LCs, SEOs, HTs, SGACs, JADF representatives) provided their inputs which were incorporated in the revision of the toolkit before finalization and distribution to both LCs and SEOs in Gicumbi and Burera. The LCs use the guidance provided in the toolkit to conduct literacy activities in their villages, whereas SEOs use the toolkit to provide overall monitoring of literacy activities in their respective sectors. 381 Literacy Champions and 38 SEOs each received a copy of the LC toolkit in Kinyarwanda.

Literacy Champion Toolkit - Table of Contents:

1. Introduction
 - i. *Role of Literacy Champion in Literacy Promotion*
 - ii. *Role of the Community in Literacy Promotion*
 - iii. *Literacy Champion Resources*
 - iv. *Book Management*
2. Principles of Working with Children
3. Using Story Books with Children
 - i. *Reading Aloud*
 - ii. *Free Reading*
4. Facilitating Reading Activities
 - i. *Reading Clubs*
 - ii. *Umuganda Literacy for children*
 - iii. *Parent Sensitization Meetings*
5. Organizing Reading Celebrations

1.2.3 Revise and finalize SLM (HTs & SGAC heads) modules based on the Parent-school Partnership standards (Formerly: 1.2.3 Develop draft SGAC guide & 1.2.4 Develop SLM modules)⁶

During the year, based off of the drafted National Parent-School Partnership Standards, three SLM modules for HTs and SGACs and three SEOs modules were developed and completed, with English and Kinyarwanda versions. Three other SLM modules are under development. The content for the modules was developed in collaboration with REB and other educational partners, and the process included:

⁶ Upon consultation with multiple stakeholders during the standards development workshop, the decision was made to combine the SLM modules with the SGAC Literacy Guide; this will incentivize the HTs and SGAC leadership and vice chair-person to collaborate more efficiently as they work together to complete the modules.

-
- On April 4th, 2016, SCOPE conducted a workshop with Wellspring and Save the Children Literacy Boost staff to brainstorm the content for the SLM training modules (participants: 3 males and 3 females). Participants gave ideas on the content outline to be developed for HTs, SGAC and SEO training modules.
 - The content was shared with REB/SLM unit for their inputs.
 - SCOPE continued to work closely with REB to ensure that the content aligns with REB's needs.

The training modules for SEOs are identical to the HTs' and SGACs' version of the modules except that the SEOs' version also includes tips and other content supporting the effective monitoring of HTs' and SGACs' completion of their assignments and application of their learning. It also provides guidance on how to prioritize literacy and learning at the sector level, with targets for organizing literacy-supportive events and celebrations. 191 HTs, 382 SGAC presidents and vice presidents, 38 SEOs, and 2 DEOs each received a Kinyarwanda copy as they were being trained on the first module (100% of targeted beneficiaries for FY2016).

1.2.4 Collaborate with NUDOR and RWAMREC to revise and finalize training material on social and gender inclusion (new activity under this Result in FY17 work plan)

SCOPE developed and negotiated a MOU with RWAMREC on integrating gender and social inclusion dimensions in SCOPE training materials including the SLM modules and Literacy Champion toolkit. The subcontract has already been signed on both sides. Prior to the signing of the MoU, RWAMREC had participated in the workshops of development of the National Parent-School Partnerships Standards as well as provided inputs on the training materials.

Additionally, SCOPE engaged Girl Effect to participate in the development of the training materials to provide another perspective in the goal of ensuring that gender and social inclusion is reflected.

SCOPE established that NUDOR had very limited capacity to provide technical assistance to SCOPE and has accordingly dropped this potential partner. Efforts are on-going to identify another disability-oriented organization to provide technical assistance for disability inclusion in the project.

1.2.5 Conduct initial piloting of SLM Modules and Literacy Champion Toolkits (Formerly: Conduct initial piloting of SLM Modules, SGAC Literacy Guides, and Literacy Champion Toolkits)

Three SLM modules for HTs, SGACs and SEOs were piloted in 4 schools in Burera and Gicumbi on August 11th and 12th, 2016, respectively (16 participants: 10 males and 6 females). The pilot aimed at assessing the effectiveness of the self-study modules in terms of language and content appropriateness for beneficiaries. The modules piloted are: Sharing Responsibility, Active Participation in School Life and Communicating Effectively. The modules were edited based on the feedback provided by the participants. The LC toolkit was also piloted in collaboration with Umuhuza (for more details see activity 2.2).

1.2.6 Review all Self-Study Modules with stakeholders as part of National Scale-up in year 3 FY2016 – activity not yet started.

1.3 Implement scalable training approach for building school leadership capacity

1.3.1 Dissemination at the District level of research findings (Formerly: Utilize LARS data to inform district advocacy efforts⁷)

During the year, SCOPE used LARS I results to discuss with stakeholders in Burera and Gicumbi Districts about the literacy problems and introduced the SCOPE project and its contribution in addressing the issue of children's literacy. This was done through a meeting conducted at district level both in Gicumbi and Burera where district and sector officials and other representation of key community leaders attended the meeting. The same meeting was conducted at the sector level in 17 sectors of Burera District and 21 sectors of Gicumbi District. Participants who attended the meeting at District and Sector level agreed that they need to strengthen children's literacy and confirmed that if SCOPE is well implemented, it can help them to reduce the children's literacy gap. Roles and responsibilities of District officials, Sector Education officials, cell and village leaders, HTs and parents in the implementation of SCOPE project were discussed and agreed upon (for more details, see activity 2.2.2).

1.3.2 Pilot peer learning meetings conducted by national training team for targeted SEOs

During the year, a total of 38 SEOs (33 male and 5 female) and 2 DEOs (1 male and 1 female) for Burera and Gicumbi Districts were trained at a training of trainers (ToT) workshop on Parent-School Partnerships for Education. During the training, they got the overview of the modules and studied the first module: Sharing Responsibility. The participants confirmed that in their sectors, the partnerships between the schools and parents need to be strengthened, and they are the first who have that responsibility to ensure that they empower SGACs to function appropriately to support children's learning.

Participants reported that the modules and discussions allowed them to learn about best practices in ensuring that parents and schools share responsibility appropriately to support children's learning. They committed to provide the same training to HTs and SGAC presidents and vice presidents, to ensure that they complete the monthly assignment in module one, to follow up with HTs and SGAC leaders to study the remaining modules, to continue to implement the best practices recommended in the modules, as well as to follow up with Head Teachers and SGACs to complete learning of the remaining modules in their respective schools.

Thirty-eight SEOs were targeted to be trained, of which 37 were successfully trained. However, one SEO from Ruvune Sector, Gicumbi District, who did not attend the SEOs training was mentored by another neighboring SEO from Bwisige Sector, Gicumbi District. The DEO from Gicumbi District went to support that SEO in Ruvune sector during the training for HTs and SGACs at sector level⁸.

1.3.3 Target SEOs' support of HTs and SGACs to complete training modules – this activity is linked with activity 1.2.5: *Conduct initial piloting of SLM Modules and Literacy Champion Toolkits*

Additionally, 190 Head teachers (155 males and 35 females) and 379 SGAC presidents and vice presidents (294 males and 85 females) in Gicumbi and Burera Districts were trained by their SEOs on Parent-School Partnerships for Education: Module 1: Sharing Responsibility. DEOs in Gicumbi and Burera districts monitored the trainings. The training occurred one day in each sector from September

⁷ The SCOPE team has heard that LARS data may not be published, so this activity has been adjusted.

⁸ Because of this mentoring initiative, the annual report indicates 38 SEOs trained and not 37.

5-9, 2016. Out of a targeted 191 HTs and 382 SGAC presidents and vice presidents, one HT and three SGAC presidents or vice presidents did not attend the training; however, they did receive the modules and will continue to learn the remaining modules with their colleagues at their respective schools.

The training gave the opportunity for the HTs and SGAC presidents and vice presidents to engage in an open dialogue on their working collaboration to support children's learning. They found that for some schools SGACs are passive, only coming to school when they are called for a meeting. For other schools, the HTs do not engage the SGACs members in support of children's learning. Also, they saw the need to find a strategy to increase the number of parents who attend and participate in School General Assembly Meetings in order to strengthen this forum. They committed to using the SGA meetings to talk to parents about how they can support their children to read at home and in the community.

The HTs and SGAC presidents and vice presidents committed to completing the module's monthly assignment which involved working with local authorities to select Literacy Champions. They also committed to meet once a month in their respective schools to study the other remaining modules and to ensure that they complete each module's monthly assignment.

Summary of the attendance in the Parent-School Partnerships for Education trainings in Gicumbi and Burera Districts

Gender	Head Teachers	SGACs	SEOs	DEOs	Total
Male	155	294	33	1	483
Females	35	85	5	1	126
Total	190	379	38	2	609

1.3.4 Support HTs, SEOs, and other MINALOC leaders (Mayors and Executive Secretaries) to develop of a calendar of literacy activities and events (moved from 1.3.5)

SCOPE has developed a 2017 calendar that has key literacy days noted. It will be shared with District Officials, Sector Officials and Head Teachers. The calendar will serve as a reminder for the need to prepare and conduct events to celebrate literacy. The draft calendar has been shared with USAID for their review and will be sent to REB for approval.

1.3.5 Engage REB, VVOB, and URCE to explore the possibility of including reading programs in the head teacher certification program (formerly 1.3.7)

During this year, SCOPE conducted meetings with VVOB and REB, in which all parties agreed to the inclusion of reading components in the Head Teacher certification program. With the commencement of the USAID-funded Soma Umenye project, discussions are on-going in regards to coordinating the work with school leadership. Further meetings will be held between these agencies in FY2017 to determine specific plans and timelines for implementing agreed decisions and actions.

1.3.6 (Strategy development meetings for incorporating standards into accountability systems within SLMU & MINALOC) has now been moved to 1.1.3.2

Result 2: Increase effective community and parental involvement to improve literacy skills

Activity 2.1 Develop and implement a social behavior change communications campaign for literacy

An SBCC strategy has been under development since June 2016. It was reviewed by several members of SCI and SCOPE staff and was recently run through the Senior Advisor/Team Leader for Behavior Change and Community Health at Save the Children US for a quality check. All inputs were incorporated into a revised draft, which is now awaiting the KAP survey results to provide a precise picture of knowledge, attitudes and practices of beneficiaries. With this beneficiary KAP information, SCOPE will adjust the audience segmentation, channels and targeted messages as needed, in order to finalize the SBCC strategy.

2.1.1 Incorporate key literacy messaging into all partner and SCOPE capacity building and development communications materials and training events

In FY2016, five script review meetings were conducted as part of the Urunana radio soap opera series pre-production work. These meetings brought together teams from Save the Children and Urunana DC's production team to decide on the best messages in the radio program. Scripts for the following month were reviewed and messages were adjusted according to several factors including: upcoming international days related to literacy, national breaks and holidays, and sensitivity of the messages, and if messages reflect typical lives of community members. Results from audience surveillances are also taken into consideration while reviewing the script.

Urunana DC continued airing literacy messages through its bi-weekly radio soap opera series, which started being aired in June 2016. In FY2016, 26 episodes that featured key literacy messages were aired on Radio Rwanda and Radio 10. Good listenership and reflection of literacy messaging has been witnessed in various ways; 31 messages and calls related to literacy were received through Facebook, radio and the Urunana website since June 2016.

Three audience surveillance surveys that reached 116 people (92 being parents, 54 women and 38 men) were conducted to assess the level of knowledge and attitudes of the selected audience vis-a-vis children's literacy. The activity also aimed at pre-testing already developed literacy messages to see if they are in line with the needs of the audience and their context. These surveys were conducted in Nyagatare District in Eastern Province (March 29, 2016), in Rubavu District in Western Province (July 28-29, 2016), and in Nyaruguru District in Southern Province (September 29-30, 2016). Focus group discussions were used as the main methodology for all the sessions.

From the findings of the audience surveillance surveys, it was evident that men's perceived role in helping their children to read is still not adequate. During focus group discussions, 27 men reported that their role is to provide for their families and not to "waste their time reading" when they could use that time earning a living. Women reported that household chores consume most of their time and reported not having enough time to help their children to read, revealing another limiting factor to improving children's ability to read. Children, for their part, reported that being punished when they do not manage to read properly is one of the key setbacks that hinder them from continuing to try to improve their reading skills. However, it was also found that another setback was the lack of available reading materials.

Throughout the year, findings from audience surveillance surveys were used to inform the production of the Urunana soap opera series to improve messages to align with audience needs and contexts.

2.1.2 Civil society partners including NUDOR and RWAMREC review all BCC strategies and messages for inclusion and play an active role in promoting literacy programs

For more details on this activity, see activity 1.2.4

2.1.3 Develop radio/TV program content based on Literacy Boost (LB) reading awareness workshops for local TV programming and other radio timeslots

A meeting with the Director of Radio Rwanda, Mr. Aldo Havugimana, was conducted in the last week of August to discuss potential ways in which Radio Rwanda could support the promotion of literacy. Radio Rwanda is one of the broadcasting entities of the Rwanda Broadcasting Agency (RBA). This government-owned facility is the most listened to station with nationwide coverage. Programs that better suit the channeling of literacy messages were discussed, including:

1. Itetero: Targets children from 3-6 years, sponsored by UNICEF and aired once a week (every Tuesday from 18:30-19:00).
2. Ikiganiro cy'umuryango (family welfare program): Targets youth and parents. Aired once a week (every Friday from 21:30-23:00).
3. News: Targets the general public with a focus on policy makers.
4. Morning shows (or talk shows): In the form of debates where presenters choose one topic and have an open discussion with the audience through phone calls and short messages.
5. Radio Iwacu: These are quarterly outreach in different communities where journalists visit a particular area for one week and cover trends of that area live on radio.

In discussions, the Radio Rwanda Director pointed out that children's content (especially audio storybooks) in Kinyarwanda and English were not sufficient in terms of quantity or quality to meet the audience's need. SCOPE volunteered to elicit audio stories from several local publishers, an idea in line with promoting literacy throughout National Literacy Month. As a result, an audio story submitted to RBA was aired on Tuesday September 27, 2016 during the Itetero Radio Program.⁹

2.1.3.1 Conduct content development workshops for literacy messaging for Urunana radio soap opera in conjunction with other stakeholders

In FY2016, key literacy messages were developed in collaboration with Urunana, Gicumbi and Burera HTs, SEOs, SGACs, and DEOs. With a total of 22 participants, the three-day workshop resulted in a full list of key audiences identified and agreed upon (parents, community members, and educators). Secondary audiences include sector and district officials and government officials at large, as well as stakeholders in the private sector. Key literacy messages developed are gender sensitive and inclusive.

The process of developing key literacy messages included identifying the problem, the causes, the desired behaviours, the target group for each key message, and identifying the driver that could lead the targeted group to adopting the desired behaviour.

⁹ The story was aired as part of Episode 39. It can be listened to at <https://soundcloud.com/radio-rwanda/ikiganiro-itetero-episode-39>

A set of key messages were developed and divided into 3 categories:

- Messages that address the audience's prevailing attitudes
- Messages that increase the audience's knowledge
- Messages that propose shifts in practice

SCOPE also ensured that messages were gender-tailored and took into account the needs of communities with disabilities.

2.1.3.2 Broadcast literacy messages through Urunana radio soap opera

Urunana Development Communications sent final recorded radio opera episodes (on CDs) to Radio Rwanda and Radio 10. Urunana and SCOPE MEAL teams monitored the broadcasts for quality and timeliness. Finally, Urunana collected feedback from listeners through SMS, phone calls, Facebook, and their website and shared the feedback with the SCOPE project Focal Person (Communications Specialist) and the CoP on a quarterly basis. According to a listenership survey conducted by Urunana DC in 2012, Urunana's radio soap opera series was found to reach 72% of the Rwandan population.¹⁰ From this listenership, a total of 31 feedback messages related to literacy were collected in FY2016 through phone calls, SMS and social media.

2.1.3.3 Provide strategic messages for inclusion and gender and focus on Rwanda TV

With TV penetration being below 20% countrywide, much emphasis was put on engaging radio stations in the first year. In addition, MINEDUC timeslots on RTV and Radio Rwanda had been discontinued and were resumed again in August 2016, so SCOPE only began focusing on TV stations towards the end of FY2016. An introductory meeting with MINEDUC's Public Relations Officer was conducted in September to discuss the potential ways of collaboration. From the discussions that were held, SCOPE was advised to collaborate through REB, as running the request through MINEDUC would imply sending an official request to the Minister's Permanent Secretary (PS) - a process that might take very long and incur costs because co-hosting and sharing the Program's airtime are likely to be preferred options by the PS as advised by the PRO. Engagement with REB in this regard is still ongoing.

2.1.4 Train community radio station workers (local media) on key SCOPE literacy messages and themes (See activity 2.1.4.2)

2.1.4.1 Establish agreements between identified local media houses

In FY2016, SCOPE identified local media stations working in Burera and Gicumbi Districts and updated the SCOPE media database. A dissemination framework was agreed upon with trained journalists (see 2.1.4.2). Agreements with selected media houses will be established in FY2017.

2.1.4.2 Train local media houses on SCOPE literacy messages

In FY2016, SCOPE selected media houses for training based on their presence in SCOPE implementation areas (Gicumbi and Burera), their popularity and their editorial lines that support education efforts in general. For increased impact, key media houses based in Kigali were also selected. 18 journalists from these media houses were trained on key SCOPE messages on August

¹⁰ There has not been a survey done to assess listenership since this date.

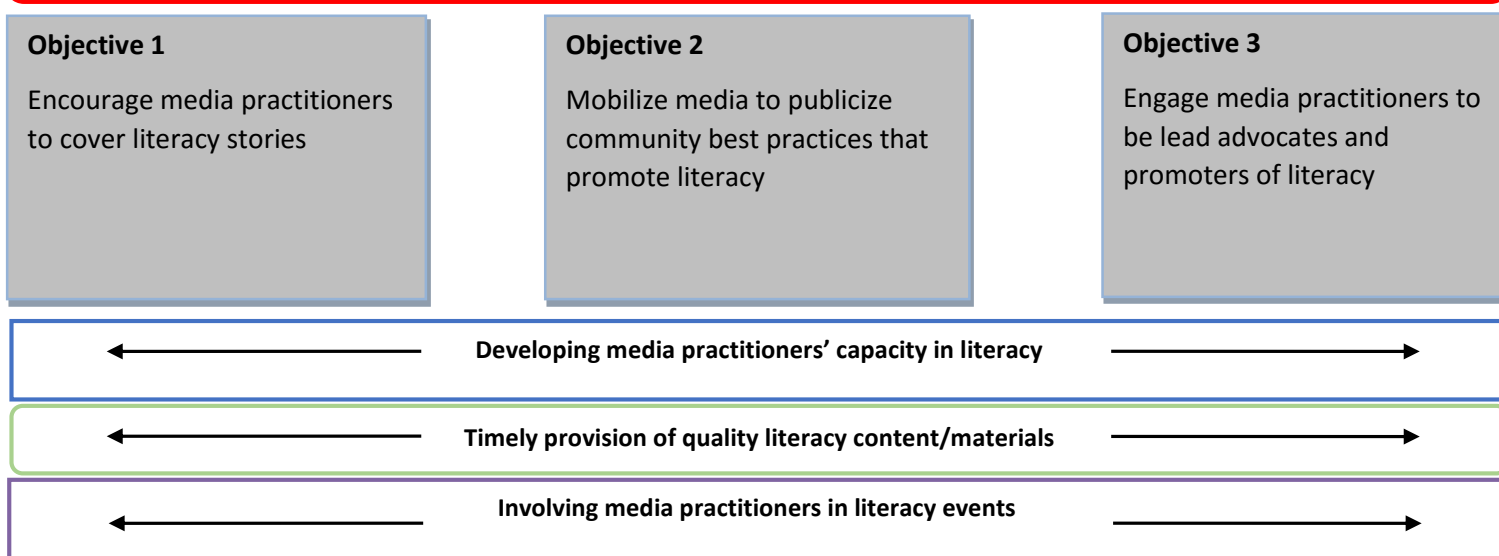
17th (Kigali), 22nd (Gicumbi) and 26th (Burera). The activity aimed at encouraging local media support in communicating key SCOPE literacy messages through community radio broadcasts, newspaper articles, and TV programs. Group discussions, presentations, pre/post-tests and questions and answer (Q&A) sessions were used as training methodologies.

Throughout the training, the journalists demonstrated understanding of their role and contribution towards the advancement of literacy. They developed and agreed to a simple guideline/framework on how their media houses will air/publish “SCOPE” literacy messages, and the journalists also identified key programs/opportunities for airing/broadcasting/covering literacy messages.

During the training, the journalists recommended that SCOPE engages Senior/Chief editors in all SCOPE initiatives aimed at building the capacity of journalists for improved impact and sustainability. This will ensure that editors and reporters are on the same page when it comes to initiatives targeting the advancement of literacy, because some stories end up not published/broadcasted because editors are not conversant with literacy initiatives.

Below is the agreed framework:

SCOPE MEDIA ENGAGEMENT FRAMEWORK (2016-2020)



2.1.5 Foster relationships with notable figures and celebrities to become national literacy champions and leverage their popularity to promote literacy messages and opportunities

In FY2016, terms of reference detailing selection criteria of the National Literacy Champion were finalized. The first attempt to recruit a celebrity failed due to mismatched expectations in regards to the terms of reference. Celebrities that comply with the terms of reference will be selected in FY2017.

Activity 2.2 Mobilize parents and the community to improve student literacy

2.2.1 With REB/SLMU, create guidelines for the selection criteria and process for use by SEOs in choosing Literacy Champions, as part of the Literacy Champion toolkit

In FY2016, the Community Engagement team developed and finalized the terms of reference for the selection of Literacy Champions, including roles and responsibilities of LCs, which were included in the LC toolkit.

2.2.2 Village-led recruitment of Literacy Champions through the SGACs and SEOs

2.2.2.1 Sector level sensitization meetings to ensure buy-in at the village level

The CE team from Umuhuza held 38 sector level sensitization meetings in all sectors of Burera and Gicumbi Districts in order to help leaders from the sector level down to the village level understand the problem with illiteracy in Rwanda and why it needs to be improved. At these sector level meetings, the following stakeholders were invited to attend: Sector Executive Secretary, SEOs, sector social affairs officers, cell leaders, village chiefs, SGAC representatives, 2 Faith-Based organization leaders, & police and army at sector level.

As a result of these meetings sector and village officials committed themselves to promoting SCOPE approaches down to the village levels in which the school communities are located. The majority of sectors, cells and village officials promised their ownership, partnership and collaboration in SCOPE planned activities implementation and monitoring of activities.

2.2.2.2 Recruitment of LCs

In collaboration with HTs, SGACs, and village leaders, SCOPE recruited 382 LCs (two Literacy Champions per school village in all the school communities of Burera and Gicumbi districts).

No	District	Number of sectors	Number of schools	Targeted LC			LC Identified		
				M	F	T	M	F	T
1	Gicumbi	21	100	100	100	200	97	103	200
2	Burera	17	91	91	91	182	90	92	182
Total	2	38	191	191	191	382	187	195	382

2.2.3 Initial Community Literacy Champions training provided

From September 13-15, a training of trainers for training Literacy Champions was organized at the SOS Kacyiru premises. This cadre of 22 trainers included 12 men and 10 women who committed themselves to work with Umuhuza in facilitating trainings for Literacy Champions and other related reading activities in SCOPE's various areas of implementation. The majority of these trainers previously worked with Umuhuza on the Literacy Boost Community Action initiative hence already had considerable experience in working with local communities.

From September 19-29, SCOPE's Community Engagement team with support of its new cadre of trainers, trained Literacy Champions from all 38 sectors of Burera and Gicumbi Districts. LCs were trained on various components that will help them deliver and promote reading activities in their respective areas of operation. Training topics covered include:

1. *The importance of literacy in the community and roles of the LCs*
2. *How to work with children*
3. *How to carry out community reading activities*
4. *How LCs can support Inclusion & Equity with respect to Gender and Disability*

Throughout this training, there was a strong emphasis on gender and disability inclusion. LCs were encouraged to ensure that reading club venues were ideally located for girls in terms of distance and time to reach them. By the end of the training, participants were able to understand both the purpose and objectives of the SCOPE project as well as the role of the Literacy Champion in supporting reading in the community.

Number of LCs Identified and Trained by District

No	District	number of sectors	number of schools	LC Identified			LC trained		
				M	F	T	M	F	T
1	Gicumbi	21	100	97	103	200	97	103	200
2	Burera	17	92	90	92	182	90	91	181
Total	2	38	192	187	195	382	187	194	381 ¹¹

2.2.4 Literacy Champions facilitate reading activities, as selected from the Literacy Champion Toolkit

Activity to start in FY2017

2.2.5 Follow up Literacy Champions trained

Activity to start in FY2017

2.2.6 Master Literacy Champions identified at district level

Activity to start in FY2017

2.2.7 Master Literacy Champions participate as trainers in national scale up (as part of the National Training Team)

Activity to start in FY2017

¹¹ The missing LC was from Cyanika Sector in Burera District; this chosen LC sent her colleague to attend the training on her behalf and this led to her dismissal by the SEO in collaboration with school leadership. This LC will be replaced in Q1 FY2017.

Activity 2.3 Promote and Incentivize Local Initiatives for Community Literacy Activities

2.3.1 Community Literacy Fund

The bulk of this activity will commence in the latter half of FY2017. During FY2016, SCOPE developed application instructions and eligibility guidelines for the Community Literacy Fund and ensured their inclusion in the SLM modules. SCOPE also established review guidelines for the Community Literacy Fund.

2.3.2 Highlight examples of best practice on literacy promotion from around the country, or through partnerships with community radio and Rwanda Reads website and social media (formerly 2.3.4; in the 4 year work plan 2.3.2 was listed as: Support DEOS and SEOs to organize literacy based competitions and award ceremonies, now embedded under 1.2.3)

To promote information sharing and publicize its work, SCOPE produced 4 case studies and shared them on the Save the Children website & Facebook page in FY2016. These featured the Launch of Illustrators' website and Abana Writers' Café for August 2016, Rwanda Children's Book Forum's visit to children in Burera, Literacy Umuganda for children in Burera, and Abana Writers' Café in Kigali.

Best practices were publicized using radio, Facebook, Twitter, Save the Children website and Rwanda TV. In FY2016, 24 Facebook posts were shared, with a reach rate of 687. Ten stories were covered/broadcasted/published through various media outlets (details to be found in annex) and SCOPE spearheaded media engagement of Rwanda Reads members' activities whereby 19 stories were published/broadcast by local media outlets.

A dissemination framework was developed and agreed upon with trained media houses (see activity 2.1.4). A tracker to monitor radio broadcasts, print and digital media publications on literacy events/initiatives was also developed.

2.3.3 Reward top performing districts through recognition strategies on radio, website, and social media (formerly 2.3.5)

Activity to start in FY2017

2.3.4 Work with radio and other media partners to promote literacy events and reading competition winners, particularly at local level on radio, in print, and through relevant websites and social media¹²

See activity 21.4 and activity 2.3.2 above for details

2.3.5 Identify PPPs that can provide support for reading activities held at sector, district, and national levels (formerly 2.3.7)

In a bid to engage Public Private Partnerships (PPPs) to support SCOPE literacy efforts, a proposal to Airtel was finalized. Airtel, one of the leading telecommunication companies was identified and an introductory meeting to discuss potential areas of collaboration was held. Airtel committed to support

¹² The communication channels will be as inclusive as SCOPE can afford; where possible media partners will encourage listeners to share messaging with others in the community who have not heard. For large events, necessary support will be requested from organizations with specialized skills to cater for the needs of all people with different types of disabilities.

SCOPE activities in 2017 once a new budget was released. Additional meetings will be conducted to ensure clarity of expectations from both parties and to agree on an appropriate timeline.

Activity 2.4. Leverage existing civic service models to support community literacy activities

2.4.1 During National Literacy Month, work with MINALOC to have literacy messages raised during Umuganda days

In FY2016, preliminary attempts to engage MINALOC to raise literacy messages during Umuganda were undertaken via the submission of a letter with key messages for MINALOC's endorsement ahead of International Literacy Day. The Ministry was expected to use its communication channels to disseminate the letter with key literacy messages to all Umuganda programs across the country. MINALOC has yet to provide a response to this request. Follow up will continue in FY2017 to raise awareness and institutionalize Umuganda Literacy in MINALOC policy framework and programs.

2.4.2 Encourage children reading during Umuganda days¹³

Children's Umuganda Literacy event is one of strategies initiated by Umuhuza and Save the Children in order to promote literacy and to raise the public awareness on the power of literacy at an early age. In FY2016, a total of nine (9) Umuganda Literacy events were conducted (from March to September 2016). Events were held in Burera, Gicumbi and Gasabo Districts with more than 720 children reached.

The Umuganda Literacy guide was designed and piloted in 8 villages of Rutare Sector in Gicumbi District and in one village of Burera District (Musarara Village, Nyamabuye Cell, Kagogo Sector).

2.4.3 Mobilize Rwanda Reads members to support training of Urugerero

Since 2014, Umuhuza, in partnership with Save the Children, has been piloting an initiative of Urugerero youth volunteers (52 female, 48 male) supporting community reading clubs in seven sectors of Gicumbi District. Building on this effort, SCOPE developed a brochure highlighting the approach of working with Urugerero youth to support literacy initiatives in villages. Save the Children's Education Program staff and Umuhuza staff provided feedback on this brochure, which was used to revise the final version.

During Rwanda Reads General Assembly on September 8, 2016, several speakers noted the use of Urugerero volunteers as an example of grassroots efforts to promote a reading culture. Encouraged by this feedback on the potential of Urugerero, Save the Children continues to strengthen on-going work with Urugerero youth through Umuhuza while at the same time promoting advocacy efforts to incorporate reading into the national Urugerero training content. Once the objective of integrating reading into Urugerero training content has been achieved and the non-political nature of the Urugerero initiative for reading has been demonstrated, SCOPE will mobilize Rwanda Reads members to replicate this effort. The project will accordingly share with Rwanda Reads members relevant training and related materials in FY2017.

¹³ An *Umuganda* is village-level community service. In Rwanda, each last Saturday of a month, an *Umuganda* activity takes place across the country. It is a traditional culture for community members to come together for a common purpose.

2.4.4 Collaborate with government stakeholders (to include potential work with URCE) to incorporate reading promotion into national *Urugerero* training content

SCOPE will in FY 2017 engage with REB, VVOB and URCE in regards to incorporating reading promotion in the national *Urugerero* training content. The imminent signing of the MOU between URCE and Save the Children will provide excellent opportunities for such engagement.

2.4.5 HTs/SGACs elect one *Urugerero* ('community literacy volunteer') per village)

Activity to start in FY2017

2.4.6 *Urugerero* youth support LC in the facilitation of reading activities

Activity to start in FY2017

2.4.7 Advocate with Peace Corps to increase volunteers' support of community literacy activities

SCOPE has held meetings with the management team at Peace Corps. The latter agency has agreed to provide up to a maximum of four volunteers to support the project's reading programs. Terms of Reference have been drawn and agreed upon between SCOPE and Peace Corps to mobilize two volunteers within the first two quarters of FY2017. The first one will be based in the SCOPE Kigali Office to support Rwanda Reads and the second one will be stationed in Musanze to support Literacy Champions in the Northern and Western Provinces. The Kigali-based volunteer is expected to commence work in Q1 FY2017 and the Musanze-based volunteer will report in QR2 FY2017. The latter will mainly provide capacity building/mentoring support to Literacy Champions in the running of community libraries, reading clubs and other reading initiatives within communities. Based on the experience of the first two volunteers, Peace Corps will mobilize the remaining two volunteers between April and July FY2017.

Result 3: Foster a culture of reading

Activity 3.1: Enhance the capacity of Rwanda Reads to support networking, coordination and information sharing among literacy stakeholders

3.1.1 Map existing actors (refreshing an existing survey) and identify potential new members and collaborators for Rwanda Reads platform

The database of Rwanda Reads members was updated; 8 new members joined Rwanda Reads (Girl Effect, Iyugi, The Hewitt Library, Kayonza Youth Friendly Centre, Duwa NGO, Vision Jeunesse Nouvelle, Urunana and FHI360) while 1 applied to join Rwanda Reads (Edified Generation, a youth organization of URCE). MINISPOC, MINALOC and MIGEPROF have indicated an interest to play an active role in Rwanda Reads. All three Ministries attended the Rwanda Reads General Assembly on September 8, 2016 and presented their activities and future plans that seek to advance literacy.

3.1.2 Support Rwanda Reads to continue the International Literacy Day celebration and to organize additional events at regional levels, by improving coordination and publicity

In collaboration with Rwanda Education Board and the Ministry of Education, SCOPE, as the secretariat for Rwanda Reads, spearheaded the organization of the International Literacy Day on September 8, 2016 that was combined with Rwanda Reads General Assembly and marked the official opening of national literacy month.

Starting July 2016, weekly task force meetings were organized to track progress towards achievements of planned activities ahead of International Literacy Day and to gather new ideas. Under this year's theme "*Beyond School Walls: Promoting Reading in Homes and Communities*," the International Literacy Day and Rwanda Reads General Assembly aimed at sharing achievements, experiences and lessons learned to help forge a way forward into new initiatives, plans and areas of collaboration. It was also a great opportunity to remind all Rwanda Reads members and the public that the promotion of reading is the work of many. The event was attended by 240 people including representatives from MINEDUC/REB, MIGEPROF, MINISPOC, RALC, MINALOC, URCE and TTCs, Rwanda Library Services, donors, local and international NGOs, and the private sector, along with DEOs, SEOs, publishers and booksellers, HTs, and others whose efforts are geared towards creating a strong culture of reading.

Some of the key achievements related to the national literacy month were:

- A calendar of literacy month activities that was developed together with Rwanda Reads task force members and uploaded onto TCOP website for easy accessibility;
- Weekly highlights of literacy month activities shared with all Rwanda Reads members;
- Media engagement on the rise throughout literacy month with 19 stories covered by various local media outlets;
- Invitations to events were shared with all Rwanda Reads members to ease coordination, information sharing and collaboration amongst members;
- Audio stories from Rwandan publishers were aired on RBA (Radio Rwanda) in Itetero (Children program) in the last week of literacy month as a result of active engagement of RBA in supporting literacy month efforts;
- A report of the International Literacy Day celebration and the Rwanda Reads General Assembly was shared with REB.

3.1.3 Compile and make public a set of resources on statistics, evidence and best practice for mobilizing community support for reading on Rwanda Reads website

3.1.3.1 Consultancy for designing and maintaining Rwanda Reads website so it becomes a one-stop resource for reading programs in Rwanda

The work of revamping Rwanda Reads website started in June with a meeting between REB IT department and SCOPE to discuss technicalities around revamping the website. A concept note was drafted and approved by REB towards the end of July 2016. A sitemap and a web portal were designed by SCOPE and these are still awaiting approval from Rwanda Reads Task Force members, USAID and REB. Procedures for hiring a local web developer are underway.

3.1.3.2 Create and maintain training resource page on Rwanda Reads website, including access to all Literacy Toolkit resources and training modules

Activity to start in FY2017

3.1.4 Maintain calendar of events, including learning events hosted by SCOPE and other Rwanda Reads members

An interactive calendar of literacy events to be celebrated by Rwanda Reads members was designed and shared widely with all Rwanda Reads members ahead of September 2016. To ensure easy accessibility, it was uploaded onto MCOP website. The same was shared with REB and used as a reference in tracking Rwanda Reads members' activities, a practice that was highly commended by REB.

In addition, the project designed wall calendars containing major literacy events and key literacy messages, message cards and Rwanda Reads one-pagers. These are in line with publicizing Rwanda Reads and engaging new members to join but also share messages that promote the culture of reading. They will be disseminated between Q1 and Q2 FY2017.

3.1.5 Host learning events on a half-yearly basis for all Rwanda Reads members

SCOPE organized a Rwanda Reads General Assembly Preparatory event that also functioned as a learning event on June 29th 2016. The meeting brought together Rwanda Reads members to discuss strategies for improving literacy promotion in schools and communities. Among the participants were 41 members of the formal education sector, community libraries, the book sector, and civil society organizations. During the discussions, participants brainstormed the challenges that Rwanda Reads has faced over the past four years and recommended possible solutions.

3.1.6 – now embedded under 3.1.3 (3.1.3.2)

Activity 3.2 Advance a literacy-promoting advocacy agenda through Rwanda Reads.

3.2.1 Provide technical assistance on the drafting of a revised Literacy Policy

In Q3 FY2016, SCOPE recruited a consulting company in partnership with MINEDUC to provide assistance in drafting a revised National Literacy Policy. The consultants conducted a desk review of pertinent literature and, in agreement with Save the Children, developed an outline of proposed content. This framed the consultants' facilitation of interviews and focus group discussions with a range of stakeholders, including government officials, representatives from Rwanda Reads, as well as several key organizations working in the literacy field. However, after the consulting company had repeated delays in presenting the first draft of the policy, MINEDUC decided to terminate the consultancy contract. Save the Children has now engaged a second consultant to produce a draft of the Literacy Policy and Strategic Implementation Plan to facilitate consultations with a wide range of stakeholders. This process will permit a final version to be prepared for presentation to MINEDUC/REB for review, additional input and validation.

3.2.2 Advocate with districts and sectors to include literacy related goals in their *Imihigo* and District/Sector Development Plans – see also activities 1.3.1 and 2.4.2

SCOPE introductory meetings were held in Burera District on May 31, 2016 and in Gicumbi District on June 8, 2016. During these meetings, SCOPE staff shared the project overview and SCOPE's implementation plan with potential beneficiaries and stakeholders. Staff also gathered ideas from stakeholders, ensuring stakeholders' involvement and sense of ownership in the SCOPE project. This laid the foundation for future discussions on why districts should prioritize literacy goals in District Development Plans.

In order to increase accountability and commitment to our stakeholders, a consultative meeting was held between Gicumbi District officials on July 28, 2016. The District Permanent Secretary (DPS) of the Joint Action Development Forum (JADF), who represented the Mayor of Gicumbi, commended efforts being employed to advance literacy and education and committed to support all efforts being deployed, as these contribute to the achievement of the district's performance contracts and the general welfare of Gicumbi residents. During the review of 2015-2016 *Imihigo* (performance contracts, September 2016), Gicumbi District emerged as the 2nd best performer from the 19th position it held in

2014-2015. The District Management has acknowledged the contribution of both Save the Children and the SCOPE project for this remarkable achievement.

Activity 3.3. Strategically strengthen supply and demand within the children's book industry

3.3.1 Provide training to local publishers, illustrators, authors, booksellers & other book sector actors to improve publishing outputs of Kinyarwanda children's books

In the course of the FY2016, SCOPE trained 75 publishing sector actors such as publishers, authors and illustrators (19 female, 56 male). SCOPE also supported publishers to develop and publish 161 new titles and endorsed them.

Publishers strengthened

The strengthening of the publishing sector is evidenced by the establishment of seven new publishers in 2016. This suggests that the industry is increasingly being seen as a viable investment in Rwanda by the wider business community. In 2016, all local publishers submitted a total of 193 Kinyarwanda children's book titles to Save the Children's book review meetings of which 161 were been endorsed.

As an objective to improve the availability of high-quality Kinyarwanda children's reading materials, SCOPE organized different meetings with the publishers to discuss terms of collaboration to support the development of high-quality Kinyarwanda books as well as to communicate new program expectations. SCOPE staff encouraged publishers to increase their participation in literacy events and campaigns as well as to engage in relevant market research opportunities. SCOPE urged publishers to start thinking about expanding their capacity by encouraging authors and illustrators to explore a wider range of writing or artistic techniques in order to increase their level of creativity. Publishers also shared their expectations with SCOPE, such as areas requiring technical support, continued mentorship, as well as the need for increased exposure to the international book sector.

SCOPE organized two workshops for publishers during FY2016 to ensure new publishers are equipped with the basics in publishing and in making books for emergent readers. Thirteen publishing houses (with 6 female and 7 male managing directors) and one bookshop (1 female managing director) participated in these trainings along with 15 other staff members (6 female, 9 male) from these local publishing houses who are involved in operations and product development. Out of the 13 publishers attending the workshops, 7 of them were new.

The first training focused on making books for emergent readers, emphasizing emergent readers' development, books they like, which themes are most suitable for such readers, the design and layout of these books, and the production process particular for such kinds of books.

The second workshop was facilitated by five publishers and one bookseller on a pro bono basis through the Rwandan Children's Book Forum (RCBF) and was entitled "Introduction to Publishing." The workshop included the following sessions:

- The history of publishing in Eastern Africa and Rwanda
- Publishing as artistic expression and as business
- The functions of publishing
- Editorial issues and practice
- Legal issues in publishing
- Book design
- Book marketing
- Opportunities and challenges in the local publishing sector

A new publisher said, “It is amazing everything I learned here. I liked how other publishers welcomed us, the new ones, and how accessible were the training materials. I thought I knew everything about making children’s books, but now I realize my team and I were far from the reality, and that is why our books were not making it. I am now committed to do everything I can to make attractive children’s books, and I am motivated because Save the Children will offer me all the technical support I will need.”

All publishers agreed that they need more support in editing, marketing and design. They also emphasized the importance of working together as one and under their new forum. They decided to start organizing book launches, book fairs and submitting books to REB for approval as the Rwandan Children’s Book Forum, rather than doing individual events that have little impact.

Local publishers are increasingly engaging with the government to produce educational children’s books that are aligned with Rwanda’s curriculum. In 2016, the REB released the results of a tender for the submission of non-textbook reading materials to be purchased annually by public schools. Four local publishers who submitted were successful, with REB approving 54 Kinyarwanda children’s storybooks for P1 to P3 level, winning the majority of the REB supplementary materials for the 7-9 age range for the very first time. Prior to this year, the tender was exclusively dominated by international publishers, with only two local publishers having a total of four submitted books approved in 2012. This year, the level of local submissions was extremely high and was noted by both the REB and the wider Ministry of Education. Many Rwandan publishers have newly started making textbooks, wall charts, song and poem posters, poetry anthologies and other publications, which shows their growth in the last 10 months.

Writers Capacity Building

SCOPE organized a training for authors in 2016 and gave them coaching sessions over the course of three months to help them finalize their stories. Some authors came from publishing houses while others were independent authors (19 participants: 6 female and 13 male). The objective of the trainings was to encourage new authors to write stories that have strong plots for picture books, including learning about themes, plot structure, genres, writing techniques and other topics. The training and coaching sessions also served as an opportunity to encourage authors to write stories that feature positive gender roles and social inclusion. Four of the stories featured children who live with disabilities; one of the four stories featured a girl with a visual impairment while another one featured a boy who had lost one of his legs. All stories portrayed these protagonists as children who can live with equal opportunities as other children in the society.

Illustrators Capacity Building

This year, SCOPE organized many capacity building activities for illustrators. The main illustrators’ workshop was divided into three stages:

- ❖ The first stage of the workshop (three days) was about exploring new techniques in illustrating for children. It engaged and encouraged the illustrators (particularly new ones) to use techniques they had not used before, including collage and mixed media. Every illustrator made an illustration using the collage technique and then developed a dummy of a story. Later, they made one final illustration of their favorite part of the story. This exercise challenged the illustrators on how to make choices on the moments of the story worth capturing and which elements mattered. Knowing that they cannot illustrate every moment of the story, it required them to think of the key events in the story that give a particular meaning and which merit illustration (3 female, 27 male).

-
- ❖ The second part of the workshop combined both the authors and illustrators and focused on collaboration in making storyboards. After the first part of the illustrators' workshop, SCOPE selected 12 illustrators who had demonstrated the most potential and passion, to work on stories written during the writers' workshop mentioned above. At this stage, the author and illustrator worked together to understand the story and decide which images will illustrate it best. Based on story agreements with authors during this one-day workshop, the illustrators took time to work on dummies during their free time, and the consultant reviewed the drafts after the workshop during a coaching session (1 female, 11 male).
 - ❖ The third and last piece of this workshop involved illustrators finalizing the drafts of their work. The trainer provided advice and input on the book dummies produced. All the twelve books that made it to the final stage were published and are now on the market.

The launch of the Rwandan Children's Books Illustrators website

One of the areas of the local publishing sector that has grown dramatically, particularly in 2016, is children's book illustration. There were only four professional and semi-professional illustrators in 2013 who were specialized in children's books. Their rates were extremely low, and they would not give their best for an industry that had little to offer and was not recognizing their potential. Now there are more than 30 professional and semi-professional children's books illustrators who are fully invested in their work, learning new techniques, writing books, and taking courses to master their art. One of these illustrators, Pacifique Kabandana, showed an interest in becoming a trainer and took the initiative to empower fellow illustrators, giving them an opportunity to be connected to the world and upload their portfolios online. SCOPE worked closely with Pacifique to build the Rwandan Illustrators website and to launch it (<http://rwandanillustrators.org>). During the launch, more than twenty illustrators exhibited pictures from books they illustrated and eight of the pictures were sold that evening. Now, illustrators who are featured on the website say they are receiving more requests for work from different people, both nationally and internationally.

As the website administrator, Pacifique has noted that more young illustrators have been contacting him seeking mentorship and learning opportunities. SCOPE will look into the possibility of supporting Pacifique to establish "a small learning platform" for illustrators who want to learn new skills in making children's books. Several other well-established illustrators like Felix and Safari have expressed their interest in teaching young artists. Considering the national politics of promoting vocational and artistic jobs among youth, these illustrators have multiple opportunities that will allow them to move forward and start building a viable system where young artists can hone their skills in illustrating children's books, reading materials and other child-friendly communications tools.

Beyond publishing-promoting the culture of reading

In their efforts to grow the publishing industry in a unified manner and to celebrate the National Literacy Month, local publishers created and officially registered the Rwandan Children's Book Forum (RCBF). RCBF is a professional organization that serves as a networking platform for professional publishers, writers, editors, illustrators, designers, scholars and other actors who are actively engaged in the promotion of a reading culture among children in Rwanda. Since its registration in July 2016, the RCBF in collaboration with SCOPE, organized a study trip to Burera and Gicumbi districts in which event they donated more than 300 books to a community reading club in Gicumbi, facilitated a workshop for new publishers, and organized a book fair.

Publishers continue to demonstrate their willingness in contributing to the establishment of a reading culture in children beyond their businesses. For example, Furaha Publishers organized an *Umuganda* Literacy activity in Kibagabaga and a writing competition in St. Ignace School, also located in Kibagabaga.

3.3.2 Facilitate a book review committee to provide guidance to publishers

To improve the availability of Kinyarwanda children's reading materials, SCOPE has provided mentorship to the different local book sector's actors, mainly authors, illustrators and publishers. After every Book Review Meeting, SCOPE staff met with publishers to discuss in detail the quality of books submitted in terms of the positive aspects of those books as well as identifying areas that need further improvement. The visits reinforced the ideas around features of what makes a good storybook, in terms of plot, language, illustrations and layout. The feedback usually revolves around eight core topics: content, illustration and layout, appropriateness of age and context, quality of writing, use of language and editorial, promotion of positive values, publishing children's book management, better collaboration among publishing industry actors, and networking.

The endorsement process starts when SCOPE makes a call for new titles from old and new publishers and, depending on feasibility, a date is set for the review meeting. Then, invitations are sent out to the members of the Book Review Meeting, depending on if the meeting will be internal or external. External meetings require introduction sessions to "educate" new members on what they should be looking for in the book review and require financial means to be organized. Once the Book Review Meeting is organized, the following steps take place:

1. Publishers submit new titles in the form of draft books.
2. The Book Review Committee reads a book together and using the evaluation form, writes down detailed recommendations of what should be changed in the book and why.
3. The feedback reports are written down and sent to publishers.
4. In the case where a publisher doesn't fully understand the feedback, SCOPE staff meet her/him/them to further discuss the needed corrections. This happens quite often.
5. Publishers take time to apply all the corrections and re-submit the books to SCOPE. Some book reviews also start at this stage, where publishers submit corrected copies.
6. SCOPE checks if all corrections were made, and if not, the book is returned to the publisher until it meets the minimum quality standards (absence of spelling mistakes, right use of language, unbiased plots and illustrations, proper cover and design, format of text). A book can go through five stages of correction and even more if it has potential to be redeemed. However, some books are simply not acceptable and are rejected during the first review. These books usually have a strong violence component, have sexual connotation or have serious child safeguarding issues. They may also be books where the publisher plagiarizes another book, character, or uses all internet downloaded images.
7. The final book, which is an acceptable book according to criteria defined above, is re-submitted to SCOPE.
8. If SCOPE is satisfied with the quality of the book, they write an endorsement letter to the publisher which they can use when submitting books to REB or when trying to sell them to other organizations. Endorsement also means featuring the book in the Rwanda Children's Book Initiative (RCBI) Catalogue, which is widely shared among stakeholders and is updated each quarter.

Four book review meetings were held in 2016 (2 internal, 2 external) whereby publishers submitted 193 titles; 161 were endorsed and are finally on the market. Three publishers also published 15 audio books, adapted from their current titles and four publishers had many of their titles translated to either English or French or both. Among the 161 endorsed books, 123 have stories featuring humans as main characters; 66 stories have boys as main protagonists (53.6% of the 123 books), 33 stories have girls as main protagonists (26.9% of the 123 books), and 24 stories featured both girls and boys (19.5% of the 123 books). There is an improvement from before 2016 when less than 10% of stories with humans as main characters had girls as the main protagonists. Four stories have children living with disabilities as the main protagonists (3.2% of stories of the 123 books). They are the first to have such characters portrayed in a positive way from the last four years. This year, the external book review meetings were attended by Children's Voices Today, Kigali Public Library, Rwinkwavu Community Library, Rafiki Reading Club, Rwamrec, Imbuto Foundation, Association Soma, and the Kigali Public Library. The internal committee is composed of SCOPE staff and other Book Focal Points from Save the Children's Education Program as well as Save the Children Child Participation and Communications staff.

3.3.3 Extend literacy groups like Abana Writers' Café to communities beyond Kigali

3.3.3.1. Design a guide for starting Abana Writers' Café for aspiring writers in communities outside of Kigali

SCOPE designed a guide about how to run successful Abana Writers' Cafés in the community. The guide demonstrates what an Abana Writers' Café is, how to set a comfortable context and environment, how to plan it including the ground rules. It also shows how to encourage participation and networking as well as sharing ideas and knowledge about writing for children. The guide was originally included in the Literacy Champion toolkit. However, the Literacy Champions recommended SCOPE to remove the Abana Writers' Café guide from the toolkit, saying that Abana Writers' Café was too complex to be run in every community library. They instead suggested that SCOPE works with SEOs and Literacy Champions who express interest and are willing to organize Abana Writers' Café in their communities. SCOPE will continue engagement with SEOs to establish Abana Writers' Cafés. One Literacy Champion in Gicumbi District and two groups of teachers in Burera District took the initiative to establish an Abana Writers Cafe in their communities.

3.3.3.2. Enhance the culture of reading and writing through Abana Writers' Café in Kigali

Abana Writers' Café is a monthly children's book event organized by SCOPE. The main idea of the event is to combine three activities which people enjoy: storytelling, sharing knowledge on children's books and receiving/giving feedback on individual children's writer's projects or works. Abana Writers' Cafe offers its participants a variety of sources of information, starting from books and book trends. It serves as a platform for upcoming and established writers, poets, artists, storytellers and other enthusiasts with a keen interest in children's books. It is also a valuable opportunity for book sector players to spot and recruit new talent.

In FY2016, the Abana Writers' Café continued to attract young and imaginative authors and illustrators. The event has also become a platform to share new projects and other events happening in the book sector. This year, SCOPE organized eight Abana Writers' Café sessions in which 19 stories were read in all. Some of the highlights of these sessions were fantasy stories and stories that featured children living with disabilities as protagonists, and a majority had a girl as the main character. This year, the audience at the café has acclaimed the increase in the diversity of the content authors are creating. Based on a reflection of the February session, SCOPE has made some

adjustments to the largely informal way in which the sessions had been organized. Now, the Abana Writers' Café adopted the following structure:

- ❖ First part: Introduction and sharing about a technical aspect of the process of developing a children's book
- ❖ Second part: Read a book published in another country to expose the audience to greater diversity in writing and illustrating and genres
- ❖ Third part: 1st story to be shared by author/illustrator, followed by feedback from the audience
- ❖ Fourth part: 2nd story to be shared by author/illustrator, followed by feedback from the audience
- ❖ Fifth part: Networking

3.3.4 Conduct research on children's reading preferences and market demand for reading materials for emergent readers

SCOPE completed a children's readership study, which is under revision before the release of the final report. Key purposes of this qualitative study include aiding publishers' in new title development and informing SCOPE's future targeted support for the sector. The study is a reference to explore more children's readership in the future.

This study had three objectives:

- Conduct a desk review of existing literature to identify patterns around recreational reading and out of school reading, with a particular focus on the Rwandan and East African context;
- Identify publishing patterns in the local market, existing gaps in the current children's book market and potential areas for growth in relation to market demand;
- Collect and analyse qualitative data on children's preferred reading materials, including preferred genres, illustrations and themes as well as identification of language, gender, cultural and socio-economic factors influencing readership preferences.

SCOPE contracted a consultant for this study, and she was supported by Lauren Pisani, Senior Literacy Research Specialist at Save the Children US, with technical guidance as a research advisor to the consultant on this study.

For publishers, the consultant had three focus-group discussions with twelve Rwandan publishers. Each discussion focused on publishers' concepts of children's reading preferences and how this influences the decisions they make around investing in particular children's books.

Children were divided into three age groups for activities: 0-3, 4-6 and 7-9. The 0-3 age group was included in the study in order to aim to gather trends about what books they are attracted to and inform future programming for building the capacity of the publishing industry. Data collection for this 0-3 age group was funded by Save the Children UK sources. The study worked with 74 children in total.

The table below shows what research methods were used for each age group.

Age group	Observation	FGDs/Activities	Individual interviews
0-3	X	-	-
4-6	X	X	-
7-9	X	X	X

It was expected that children, particularly in rural areas, would be shy and rather reticent about voicing confident opinions about their reading preferences. Given this, children were selected to participate in the activities on advice from their teachers/caregivers and categorized into one of two groups of 'exposure' to reading material. The assumption was that the study would benefit from the most vocal children. Exposure is understood to mean the extent to which children have had access to reading material at home, at school and in their community. This was judged based on: parental level of education, home literacy environment and by asking children outright if they are able to name a 'favorite book'.

For the purpose of this study, the children were divided into two groups: 'high exposure' and 'low exposure'. Across all age groups, diverse children were surveyed to investigate patterns across:

- Gender
- Socio-economic backgrounds
- Rural, semi-urban, urban

The research took place in two distinct areas:

- Save the Children intervention area (where 'high exposure' children were located, who already participate in literacy activities)
- Areas where Save the Children does not yet have literacy activities.

The research also followed these guidelines:

- Each group of children had a max of 6 children (74 children in total for the study)
- For each of the two 'exposure' groups, meet with:
 - One group of 0-3 (mixed)
 - Two groups of 4-6 (boys/girls/mixed)
 - Two groups of 7-9 (boys/girls/mixed)
 - Individual interviews with children aged 7-9, selected based on their participation levels (one boy/one girl)
 - Two additional groups of children living in Kigali were finally added to the sampling

Children persistently reported that they love to read books about Rwanda. Justifying their love of books about Rwanda, for instance, one boy living in a Kigali suburban area exclaimed, "It's our motherland!" Ernest, aged 9 years was a participant in the study. He believes that parents have "made a mistake" of not buying or acquiring books for their children and he believes that their children do not read enough because the parents do not pay enough attention to examinations.

One of the trends in children's preferences for the 7-9 age sample group was that girls tended to prefer stories in which girls were the main characters while boys preferred stories about boys. Girls regularly mentioned the importance of good behavior and morals in their favorite storybooks, suggesting that this is something that adults tell girls regularly. Additionally, several girls mentioned that "girls are more intelligent than boys" and that is why girls prefer more realistic stories compared to "silly" ones. SCOPE and Save the Children's future programming will investigate these types of attitudes and comments to see if they are more widespread and to explore the causes and effects that such attitudes could have on girls' and boys' motivation to read.

This study suggests that the most important elements of developing a 'culture of reading' are parental and teacher engagement, a belief in the importance of storytelling, and setting aside time to read to/with children (even if parents are illiterate).

Another major finding (based largely on observation) is that every child in the study was curious and interested in books, even the youngest who had never seen a storybook before. This universal truth is heartening for all the actors working on improving literacy and fostering a culture of reading in Rwanda.

One of the recommendations for publishers from the study is that the majority of children in Rwanda live in rural areas and should be considered ‘of ‘low exposure’ to reading material; publishers should consider writing more books that will resonate with this audience. Specifically, they should continue to write stories that are set in rural Rwanda, with the relevant animals and corresponding imagery, to capture their rural audience.

However, at the same time, the study suggested that children were extremely forgiving about content, illustrations, even the stories themselves, if the activity of reading was exciting, interesting, sociable and fun. In addition, during data collection, children showed they have varied interests in their topics, styles, characters and locations of their preferred storybooks. Therefore, publishers should strive to develop a varied market that includes many different types of books. Initially, children will read indiscriminately, and gradually refine their interests and preferences.

Moreover, for publishers, the study shows that children – who are the end-users of publishers’ books – are a forgiving audience because they are hungry for stories. Even though they are able to express opinions about which storybooks they prefer and why, what is strikingly clear is that they are eager to hear, read and look at new and different stories. Even if these stories involve things they have never heard of in their village life (like a superhero), their curiosity for discovering a new story trumps this. Given this, along with a focus on topics for rural readers, publishers should also be bold and varied with the topics they choose to write about, since children are highly likely to be interested and engaged.

Finally, children overwhelmingly enjoy books that are fun, playful and funny. Publishers should recall this when they write books.

SCOPE is reviewing the final report and will organize a workshop to disseminate the results to stakeholders, beneficiaries and other entities in Q1 FY2017. The outcome of this research will be shared with USAID, Rwanda Reads, and RENCP members and Save the Children staff. It will also be shared with publishers, authors, illustrators and other publishing sector actors before the dissemination seminar and sharing through wider networks, including the Rwanda Reads website. It is also expected that this study will have some influence on the way MINEDUC/REB and the wider public school system allocates budgets for school reading materials.

3.3.5 Promote purchasing consortium events through Rwanda Reads¹⁴

SCOPE organized a Purchasing Consortium at the Kigali Public Library. Seven publishers attended and displayed more than 200 Kinyarwanda children’s books. The event had visitors from the National Syndicate of Teachers, Teach Rwanda, the Kigali Public Library, Grace Rwanda, booksellers and the media. One publisher said, *“There are people out there who are not even aware of the existing capacity*

¹⁴ Book Purchasing Consortium serve as an opportunity for joint orders of books from different organizations, but the approach can be applied in one organization where different projects can combine their orders. As Rwanda Reads brings together a broad range of stakeholders invested in reading, it can serve as a useful platform to raise awareness of purchasing consortium events

*in Rwanda to publish children's books. This consortium is very helpful because it exposes our ability and it also gives us a motivation to publish more children's books."*¹⁵

3.3.6 Collaborate with book sector actors to support meetings of a Children's Book Forum to support quality children's literature creation and promotion in Rwanda (Formerly: Organize meetings of a Children's Book Forum to support quality children's literature creation and promotion in Rwanda).

Local publishers requested to take ownership and leadership of the Rwandan Children's Book Forum (RCBF), which Save the Children had created and previously supported, and to use it as a platform to drive forward the Rwandan book sector. As this shift would support sustainability of the initiative, it was encouraged by SCOPE.

In the course of the year, the RCBF organized a field trip to Gicumbi and Burera Districts, as well as a first general meeting of its members. 43 participants (12 female and 31 male) were on the study trip, while 62 participants (24 female and 38 male) came to the General Assembly. SCOPE staff and RCBF members realized that organizing these types of sharing events makes the beneficiaries become more engaged even in ways one would not expect. Now publishers and other book sector actors say they are more committed to bring more and better children's books to all the communities in Rwanda. They said it was an emotional moment for them to see children from remote areas saying aloud the names of books they like most. One child attending P3 in a school from Burera said, *"I want to become a writer too when I grow up. I want to think of things because it would make me explore other places and make my mind open."* As a result of the visit, RCBF donated more than 300 books to the visited community reading club in Gicumbi. Prior to the donation, most of the books in the reading club were in poor condition because children had read them so much.

The Rwandan Children's Book Fair

As an extension of its efforts in promoting the culture of reading among children and in line with the Literacy Month celebrations, SCOPE continues to support the production of locally made Kinyarwanda children's books and to ensure they are widely accessible to children in Rwanda. In alignment with this work, SCOPE in collaboration with the Rwanda Children's Book Forum, organized a Book Fair at the end of FY2016 in the Kigali Car Free Zone. The book fair was the first one to host exclusively local publishers and booksellers, selling mostly locally made children's storybooks.

The different Rwandan publishers and booksellers displayed their books and other supplementary materials such as storybooks, concept books, baby books, song posters, wall charts among others. Books included many Kinyarwanda titles published for the 0 to 9 age range. The exhibitors included Editions Bakame, SBD, Mudacumura Publishers, Kibondo Editions, Excel Education Partners, Furaha Publishers, Cactus Publishers, Highland Publishers, Perdua Publishers, and Arise Education.

An invitation to the event was circulated through Rwanda Reads literacy month weekly updates sent to all members. At the book fair, entertainment was available to attract more visitors and give children an opportunity to associate books with fun moments. There was a reading tent where Grace Rwanda¹⁶

¹⁵ See the "SCOPE" PROJECT COMMS ALERT Edition 2, sent by Gloria Busingye, the SCOPE communications officer, on 5th May 2016.

¹⁶ Grace Rwanda provides educational support for the children and youth of Rwanda by building collaborative partnerships and sharing resources, skills and funds and educating about Rwanda in North America. The organization is best known for setting youth community libraries in different parts of Rwanda.

supported in managing the children, with read aloud sessions, a face painting desk, a bracelet maker, and a group of traditional storytellers. The tent welcomed approximately 700 children and the book fair had approximately 1000 visitors in two days. Statements repeated by the exhibitors included:

- "It is the best book fair I have attended in Rwanda."
- "I never thought I would sell as many books. People want to read, but they don't know where to buy books! We are going to find solutions to this issue."
- "We should have this book fair every quarter."

Parents, other visitors and publishers said this book fair was absolutely needed, as they had an opportunity to learn about new publishers and new books they had not heard of before. They made many suggestions some of which have been highlighted below:

Visitors

1. They did not know there were publishers making children's books in Rwanda other than Bakame.
2. They requested RCBF to organize another Book Fair in December 2016 when all children are on holiday as well as to have a presence at other holiday events, including the Annual Christmas Fair held at Umubano on December 3rd.
3. They requested the organizers to organize book fairs more frequently and make it "a children's book rendez-vous" in the Car Free Zone and other areas beyond Kigali.
4. Participants were happy to find books in all official languages; mostly in Kinyarwanda, but also English and French. They appreciated the Kinyarwanda titles that are translated in other languages.

Publishers

1. They suggested future fairs extend the duration to 6 or 7 days, to happen every quarter.
2. They said this is their first time to sell a significant number of children's books, mostly Kinyarwanda storybooks. All said they made good sales and that it was the best book fair they have ever attended in Rwanda.
3. They said they were willing to give a financial contribution to make the event be organized in the best way possible.
4. They said they would collaborate with Save the Children to engage the media a month before the event to ensure all media including TV stations, and bloggers are invited.

One publisher said, *"There is a lady who came and bought many titles from each publisher. She said she was taking the books with her to Europe where her family lives because she wanted her children to learn about their parents' language. Moreover, the best way to do so is to give them books written in Kinyarwanda. She said she was so excited to see so many books being produced here now!"*

The RCBF Future Plans

Under RCBF, publishers succeeded in working together and are creating a bigger impact. In a publishers' workshop, they said their next action is to submit books to REB as a consortium of Rwandan publishers and develop an advocacy plan. They will also develop an annual calendar of events in collaboration with SCOPE and other potential partners. The RCBF have also started the discussion with *Made in Rwanda* campaign to be included as well, because making books should be an art the country is proud

of. And they started developing strategies to advocate with policy makers to formulate a policy that gives them the exclusive or major rights to publish and sell Kinyarwanda storybooks for the 0-9 age range in Rwanda. They argue that similar policies have been applied in other sectors, be it in Rwanda or in other countries. They say that this would be one of the best ways of ensuring the viability and sustainability of the industry.

3.3.7 Liaise with NUDOR and RWAMREC to generate positive messages around gender, disabilities and inclusion to share with the book industry

Preliminary meetings were held with RWAMREC to assess potential areas of collaboration. Messages and all materials that need their review will be shared with the two partners once an MOU including the ToR outlining areas of collaboration is signed – see activity 1.2.4.

3.3.8 Connect organizations for the visually impaired with publishers

SCOPE held an initial meeting with NUDOR on the viability and need for Braille publishing for children and there is a plan to discuss possibilities of cooperation with publishers in the future. However, publishers said they could not produce Braille materials given their cost and limited demand. Meanwhile, several publishers took the initiative and published audio books of their best sellers. Some audio books were aired by Radio Rwanda during the Literacy Month.

Activity 3.4 Increase communities' access to age-appropriate, relevant reading materials

3.4.1 Provide an initial supply of 100 books per school-community library, reading mat, and storage unit

3.4.1.1 Developed a set of criteria that will be used in choosing the titles that will be purchased for communities' libraries

SCOPE developed criteria that will be used in the selection of books for distribution to school-community libraries in Burera and Gicumbi Districts. All the books were selected using these standards:

- ❖ Quality of writing, design and illustrations are appealing and accessible to children
- ❖ Relevance to the community needs
- ❖ Have little to no editorial issues (misspellings or typos) or layout flaws
- ❖ Do not contain any violence or potentially frightening events or language
- ❖ Have balance & synergy between text and illustrations so the pictures extend the meaning of the text
- ❖ Maintains Originality – is the story adding an original idea or replicating another well-known story? Traditional stories should reference that it is an adaption.
- ❖ Value – does the book have contemporary or permanent significance?
- ❖ Durability – will the book withstand multiple circulations?
- ❖ Cost – is the potential value worth the cost?

3.4.1.2 Select and provide an initial supply of 100 books per community library, reading mat, and storage unit

This year, SCOPE purchased 19,100 children's books, 191 mats and 191 storage units to be distributed in Burera and Gicumbi. The metallic lockable box, holding 100 books and one mat forms the school-community book bank or community library. This will be situated wherever the community selects.

Some school communities may choose to select the home of a trusted community member, others will select the neighbouring school as the preferred venue while others might choose the local cooperative, church facility or even a pre-existing community library as their library; essentially, the venue preferred and selected will be the most accessible point for all children and school community members. Literacy Champions (LCs) will assume management of the book banks and will collaborate with school leadership to determine whether the book banks will be stored on the school premises or at another site within the community.

Books, mats and storage units were distributed including 100 books, 104 metallic boxes and 104 mats to 38 community libraries in Gicumbi and 66 community libraries in Burera districts (10,400 books in total) at the same time as the LC trainings. Among the 100 titles, 12 were non-fiction and 88 were fiction stories. Also, among the 100 titles, 18 titles had girls or girls and boys as main protagonists and one title had the main protagonist living with disabilities.

SCOPE did not deliver materials to fourteen sectors currently covered by Umuhuza in the Save the Children's Literacy Boost project, as all of the villages have already received book banks this year. Book replenishment will be provided to book banks in the seven sectors that were supplied with books in 2013, as our monitoring has indicated that they are in need of additional titles.

3.4.2 Literacy Champions, in collaboration with SGACs, assume management of these school-community libraries in order to ensure they are accessed by children– see activity 2.2.4

As LC training took place at the end of FY2016, this activity will commence in FY2017.

3.4.3 Collaborate with Kigali Public Library to conduct mapping of existing inventory of books and libraries across the country

SCOPE liaised with the Kigali Public Library on collaborating in mapping existing inventory of books and libraries. The library staff promised to share their inventories with SCOPE after arranging their data, though a strict timeline has not yet been developed. Kigali Public Library has also been increasingly collaborating on other activities, participating actively in SCOPE workshops, book fair, Abana Writers' Café and more. In the publishers' workshop, the Kigali Public Library Outreach Assistant said, *"Since the creation of the KPL, we have never seen children coming and reading books so intensely. All the Kinyarwanda storybooks we bought from local publishers in May 2016 look like they are very old now, and all the other books are well arranged in their shelves, they rarely touch them. We were very surprised to see that. We need to buy more Kinyarwanda storybooks from these publishers."* He also asked all publishers to give him samples of their books regularly and their address to show parents who come to the library looking for the information to know where to buy Kinyarwanda storybooks locally.

The Outreach Assistant says many people think the Kigali Public Library makes and sells books, and many come to buy books only to find it is a library. He said he would like to create a stand for Rwandan publishers only at the library where the samples will be displayed and the publishers and booksellers' addresses are available to visitors. SCOPE will support this initiative and will provide the RCBI Book Catalogue to the Kigali Public Library on a regular basis.

SCOPE, RCBF, and the Kigali Public Library Outreach team also agreed to start recording which books children choose to read, when, why, and which books they borrow. This information will complement the reading preferences study and will help to inform Save the Children and SCOPE about children's preferences in reading on a continuous basis. The SCOPE BDU will provide the tools to facilitate the KPL in this activity.

Table: Progress against planned activities

Result 1: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy	Activity 1.1 National Standards	Activity	Planned Timeframe	Status at End of FY 2016 (January - September 2016)	Plans for Quarter 1 – FY 2017 (October – December 2016)
		1.1.1 Synthesize existing knowledge of reading approaches in Rwanda	Planned for FY2016	Study finalized and results will be disseminated with KAP survey findings.	Share results with Directors of Education, DEOs, Mayors & Vice Mayors in introductory meeting; share through Rwanda Reads website
		1.1.2 Conduct formative research with URCE on interests, attitudes and needs of stakeholders	Planned for FY2016- FY2019	URCE has sent the MoU for review by their lawyer	MoU signed and share ToR for research with REB
		1.1.3 Convene national workshop to disseminate results of research and studies ¹⁷	Planned for FY2017- FY2019		

¹⁷ Activity 1.1.3 has been split into parts and embedded under 1.1.1, 1.1.2, and MEAL national-level baseline results dissemination activities in the FY2017 Annual Plan.

		1.1.4 Use existing School Leadership and Management (SLM) standards developed by REB as a framework to train HTs on literacy promotion ¹⁸	Planned for FY2016-FY2018.	See 1.1.5	See 1.1.5
		1.1.5 Support REB in the development of literacy-focused SGAC standards	Planned FY2016-FY2018	Conducted a workshop with REB and partners to review developed standards.	Hold another meeting for a final review and follow up with REB for validation of the National Parent School Partnership standards
Result 1: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy	Activity 1.1 National Standards	1.1.6 Develop and execute a plan for the dissemination of SLM and SGAC standards through the system	See footnote 10		
	Activity 1.2 Develop training materials	1.2.1 Mapping of existing resources (such as existing SGACs manuals as part of 1.1.1 above)	Planned for Q2 FY2016		
		1.2.2 Develop Literacy Toolkit (for LC)	Initial drafting planned for	First draft completed and piloted	Any revisions as needed, based on

¹⁸ Activities 1.1.4, 1.1.5, & 1.1.6 have been modified and embedded under 1.1.3 *National Parent-School Partnership Standards development and dissemination* in the FY2017 Annual Plan.

			Q3 & Q4 FY2016		piloting in 12 districts.
		1.2.3 Develop draft SGAC guide ¹⁹	Initial drafting planned for Q3 & Q4 FY2016	See 1.2.4	See 1.2.4
		1.2.4 Develop SLM modules	Initial drafting planned for Q3 & Q4 FY2016	1-3 SLM modules for HTs, SGACs completed and 1-3 SEO's modules completed	Finalize drafts of 4-6 SLM modules for piloting in 12 districts (HTs/SGACs version & SEOs version)
		1.2.5 Conduct initial piloting of SLM Modules, SGAC Literacy Guides and Literacy Champion Toolkits	Planned for Q3 FY2016 – FY2018	-Piloted 1-3 SLM modules in 2 school communities in Burera and 2 in Gicumbi District -Piloted literacy champion toolkit in 3 school communities in Burera and 3 in Gicumbi District	Continued piloting in 12 districts, including SLM modules 1-6 and LC toolkit
	Activity 1.3 Scalable training approach	1.3.1 Utilize LARS data to inform district advocacy ²⁰		No meetings held	Prepare for district level meetings in 10 new districts
		1.3.2 Pilot peer learning meetings conducted by national training	Planned for Q4 FY2016- FY2018	Completed for Gicumbi and Burera pilot districts	Identify national training team who will train SEOs; prepare TOT

¹⁹ Activity modified and embedded under SLM module development

²⁰ The SCOPE team has heard that LARS data may not be published, so this activity has been adjusted in the FY2017 work plan.

		team for targeted SEOs			
Result 1: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy	Activity 1.3 Scalable training approach	1.3.3 Target SEOs' support of HTs and SGACs to complete self-study modules	Planned for Q4 FY2016-FY2018	91 HTs and 181 SGAC presidents and vice presidents in Burera and 198 SGAC presidents and vice presidents and 99 HTs in Gicumbi completed their first SLM module during face-to-face meeting with SEOs	Distribute SLM modules 4-6 to HTs/SGAC leadership via SEOs; support SEOs to follow up on HT/SGAC self-study of modules
		1.3.4 HTs provide SGACs with SGAC Literacy Guide and LC toolkit and support use ²¹		See 1.3.3	See 1.3.3
	Activity 1.3 Scalable training approach	1.3.5 Support HTs and local MINALOC leaders (Mayors and Executive Secretaries) to facilitate the development of a calendar of literacy activities and events ²²	Planned for Q4 2016-FY2019	Calendar drafted. Still under USAID and REB review.	Printing and dissemination to be completed in Q1 FY2017
		1.3.6 Strategy development meetings for incorporating standards into accountability systems within	Planned for Q4 FY2017, Q4 FY2018, & Q4 FY2019		

²¹ This activity has been embedded under 1.3.3 in the FY2017 work plan.

²² This activity is now number 1.3.4 in the FY2017 work plan.

		SLMU & MINALOC ²³			
		1.3.7 Engage REB, VVOB, and URCE to explore the possibility of including reading programs in the head teacher certification program ²⁴	Planned for Q4 FY2016 – FY2018	In meetings with VVOB, leadership indicated the inclusion of reading program in head teacher certification has been agreed by both VVOB and REB.	Meeting with VVOB to determine timeline for curriculum development; Continue discussions with VVOB, REB and URCE regarding inserting literacy content into the HT certification program.
Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills	Activity 2.1 SBCC campaign development	2.1.1 Incorporate key literacy messaging into all partner and SCOPE capacity building and development communications materials and training events	Planned for Q2 FY2016- FY2019	Messages were incorporated in all Urunana soap opera radio series. 26 series with literacy messages aired. SBCC run through SC-US for quality check, all inputs incorporated. Awaiting KAP survey results to finalize SBCC strategy. Audience surveillance sessions conducted for Urunana radio programs aired.	Collate feedback and finalize SBCC strategy when KAP survey results available. Key messages will be incorporated in SCOPE's capacity building materials and training events.

²³ This activity has been embedded under I.I.3.2 in the FY2017 work plan and has been shifted to begin towards the end of FY2017.

²⁴ In the FY2017 work plan, this activity is number I.3.5.

		2.1.2 Civil society partners including NUDOR and RWAMREC review all SBCC strategies and messages for inclusion	Planned for FY2016-FY2019	An agreement has been negotiated with RWAMREC and a draft sent to SC-US for review/approval. Several disability-focused organizations are currently being vetted as potential partners.	Once the agreement has been reviewed and approved by USAID, RWAMREC will commence review of all SCOPE materials
		2.1.3 Develop radio/TV program content based on Literacy Boost (LB) reading awareness workshops for local TV programming and/or MINEDUC or other radio timeslot	Planned for Q3 FY2016-FY2019	Meeting held with Radio Rwanda Managing Director. Potential areas of collaboration explored, children audio stories submitted to Radio Rwanda and one aired through a child-focused program called Itetero on Sept 27 th . Initial discussions with MINEDUC held.	Organize meeting with Rwanda TV to discuss key literacy messaging and plan for integration into available timeslots. Include REB into discussions with MINEDUC
		2.1.4 Train community radio station workers (local media) on key SCOPE literacy messages and themes to encourage their support in communicating key literacy messages through community radio broadcasts	Planned for Q2 FY2016-FY2019.	Trained 18 journalists in Kigali, Burera and Gicumbi. Developed and agreed on a framework on how literacy messages will be aired/broadcasted/published through their media outlets.	Identify local media stations and others in 10 new districts and begin negotiating agreements

Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills	Activity 2.1 SBCC campaign development	2.1.5 Foster relationships with notable figures and celebrities to become national literacy champions and leverage their popularity to promote literacy messages and opportunities	Planned for Q4 FY2016-FY2018	ToR finalized. First attempt of recruitment failed. Internal discussions on 2 other identified celebrities ongoing.	One celebrity ambassador recruited Conduct introductory meetings; conduct orientation session on SCOPE
	Activity 2.2 Mobilize parents and the community	2.2.1 With REB/SLMU, create guidance on selection criteria and process for use by SEOs in choosing Literacy Champions, as part of Literacy Toolkit	Planned for Q3-Q4 FY2016	Completed	
		2.2.2 Village-led recruitment of Literacy Champions through the SGACs and SEOs	Planned for Q4 FY2016-FY2018	SGAC presidents and vice presidents and HTs supported in the LCs selection in their respective school community catchment areas	Hold sector level sensitization meetings in Burera; select team of literacy volunteers and train to hold meetings in other districts; develop a schedule of sector sensitization meetings in 10 new districts
		2.2.3 Initial Literacy	Planned for Q4 FY2016-FY2018	381 LCs trained on LC toolkits in Burera and Gicumbi Districts	In FY2017 LCs from the 10 new Districts

		Champion training provided			will be trained.
		2.2.4 Literacy Champions facilitate reading clubs, reading buddies, parent awareness workshops, reading events, as selected from the Literacy Champion Toolkit	Planned for FY2017-FY2019		LCs in Gicumbi and Burera are supported to organize reading activities with children
		2.2.5 Follow up Literacy Champions trained	Planned for FY2017-FY2019		Monitor LCs in Gicumbi and Burera; begin exploring other coaching options for LCs
	Activity 2.2 Mobilize parents and the community	2.2.6 Master Literacy Champions identified at district level	Planned for Q3 and/or Q4 FY2017		
		2.2.7 Master Literacy Champions participate as trainers in national scale up	Planned for Q4 FY2017-FY2018		
	Activity 2.3 Promote community literacy activities	2.3.1 Community Literacy Funds supporting community-led reading activities around the country	Planned for Q4 FY2017-FY2019	A module for the management and administration of the Community Literacy Fund is being developed -planned completion in Q1 FY2017	Complete the development of Community Literacy Fund management and administrative guidelines and determine communication

Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills

					n channels for applicants
		2.3.2 Document and share success stories and best practices with local leaders and SEOs at <i>Umuganda</i> days and Open Days at both national and district levels	Planned for Q4 FY2016-FY2019	3 success stories produced and shared on SC website and Facebook page. 2 successful SCOPE events shared with all Rwanda members during literacy month	Produce case studies and share on the Save the Children website & Facebook page, with Rwanda Reads, USAID and staff.
		2.3.3 Support SEOs to organize literacy based competitions and awards ceremonies ²⁵	Planned for Q4 FY2016-FY2019		Activity now embedded under SLM modules
		2.3.4 Highlight examples of best practice from around the country, or through partnerships with community radio and Rwanda Reads website and social media	Planned for FY2017-FY2019		See 2.3.2
		2.3.5 Reward top performing schools, districts, through recognition strategies on radio, website, and social media	Planned for Q4 FY2017-FY2019		

²⁵ This activity has been embedded under I.2.3 in the FY2017 work plan.

Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills	Activity 2.3 Promote community literacy activities	2.3.6 Work with radio and media partners to promote literacy events and reading competition winners, particularly at local level on radio, in print, and on the website and social media.	Planned for FY2017- FY2019	19 stories from Rwanda Reads members activities were covered through different media outlets	Media engagement to be reinforced through the promotion of the chocolate book campaign and local publishers' book fair
		2.3.7 Identify PPPs that can provide awards for competitions held at sector, district, and national levels	Planned for Q3 FY2016- FY2019	Proposal for Airtel finalized, Introductory meeting conducted with Airtel. Awaiting Airtel's feedback	Follow up with Airtel and approach ECOBANK to discuss concrete plans for supporting reading interventions.
	Activity 2.4. Leverage existing civic service models	2.4.1 During National Literacy Month, work with MINALOC to have literacy messages raised during <i>Umuganda</i> days	Planned for Q4 FY2016 – FY2019	Messages, cards, and a request letter sent to MINALOC. Attempt failed for September Umuganda.	Follow up on having literacy messages during October Umuganda; to be disseminated once MINALOC's approval of literacy messages secured. Dissemination from sector to village level to be coordinated

Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills		2.4.2 Encourage children reading during <i>Umuganda</i> days	Planned for Q3 FY2016-FY2019	9 Umuganda literacy events held in 3 districts: Burera, Gicumbi and Gasabo with 720 children attending	Advocate with MINALOC for Umuganda reading activities to be endorsed in revised Umuganda policy.
		2.4.3 Mobilize Rwanda Reads members to support training of <i>Urugerero</i> to support reading	Planned from Q3 FY2016-FY2019	Urugerero Youth brochure/fact sheet developed and finalized together with Umuhuza.	No definite plans as detailed in narrative, considering how to approach this in a non-political way.
		2.4.4 Collaborate with government stakeholders (to include potential work with URCE) to incorporate reading promotion into national <i>Urugerero</i> training content	Planned for Q4 FY2016-FY2019		Organize a meeting with the Itorero Chairperson to negotiate the inclusion of literacy messages in the Urugerero curriculum
	Activity 2.4. Leverage existing civic service models	2.4.5 HTs/SGACs elect one <i>Urugerero</i> ('community literacy volunteer') per village	Planned for FY2017 – FY2019		TOR for selecting Urugerero literacy volunteers to be developed after Itorero permission secured
		2.4.6 Urugerero youth support LC in the facilitation of reading activities	Planned for FY2017-FY2019		Planned for later in FY2017

Result 3: Foster a culture of reading		2.4.7 Advocate with Peace Corps to have volunteers support community literacy activities	Planned for Q3 FY2016 - FY2019	Discussions completed with Peace Corps to mobilize up to a maximum of 4 volunteers to support SCOPE's reading efforts in districts	Contracts to be developed for engaging the volunteers with the first 2 volunteers expected to be mobilized to start in Q1 & Q2 FY2017
	Activity 3.1 Enhance the capacity of Rwanda Reads	3.1.1 Map existing actors (refreshing an existing survey) and identify potential new members and collaborators	Planned for Q3 FY2016- FY2019	The database was updated with 2 organizations interested in joining. MINEDUC, MINALOC, MIGEPROF, MINISPOC identified as new partners	Mobilization for Rwanda Reads membership will continue. Engagement of MINEDUC, MINALOC, MIGEPROF, MINISPOC will be reinforced
		3.1.2 Support Rwanda Reads to continue the International Literacy Day celebration and to organize additional events at regional levels, by improving coordination and publicity	Planned for Q4 FY2016- FY2019	International Literacy Day was a success with 240 participants, 19 stories covered (12 for Rwanda Reads members and 7 specific to Mureke Dusome project) and weekly updates shared with all Rwanda Reads members to leverage their engagement during literacy month	Monthly updates to be shared with all Rwanda Reads members
		3.1.3 Compile and make public a set of resources on statistics, evidence and best practice for mobilizing community support for reading on	Planned for FY2017- FY2019	Concept note on Rwanda Reads website approved.	Hire a local web developer & design website, ensuring content doesn't duplicate MCOP information

		Rwanda Reads website			
Result 3: Foster a culture of reading	Activity 3.1 Enhance the capacity of Rwanda Reads	3.1.4 Maintain a calendar of events, including learning events hosted by SCOPE and other Rwanda Reads members	Planned for FY2017-FY2019	Updated calendar of literacy events shared with Rwanda Reads members and uploaded onto MCOP website. Calendar also shared with REB	Calendar to be refreshed.
		3.1.5 Host learning events on a half-yearly basis for all Rwanda Reads members	Planned for Q4 FY2016-FY2019	Successful Rwanda Reads General Assembly meeting/celebration in Q4 – see 3.1.2; much learning and sharing took place.	SCOPE will organize a Rwanda Reads learning event.
		3.1.6 Create and maintain training resource page on Rwanda Reads website, including access to all Literacy Toolkit resources and training modules ²⁶	Planned for FY2017-FY2019	See activity 3.1.3	See activity 3.1.3

²⁶ In the FY2017 Annual Plan, this activity has been embedded under 3.1.3.

	Activity 3.2 Advance a literacy-promoting advocacy agenda	3.2.1 Provide technical assistance on the drafting of a revised Literacy Policy	Planned for Q3 FY2016-FY2019	Following the first consultant's failure to effectively engage MINEDUC, Save the Children has contracted a second consultant to finalize the literacy policy effort	Presentation of draft to MINEDUC; Additional comments and feedback by REB, other Rwanda Reads members as a basis for finalization and approval of policy by MINEDUC
		3.2.2 Engage districts to include literacy related goals in their <i>Imihigo</i>	Planned for FY2017-FY2019	DDPs, Sector Plans and Imihigo of key officials in both Burera and Gicumbi districts now contain literacy-related activities	Coordination among Umuhuza and Save the Children/ SCOPE staff to prepare materials for introductory level meetings to be held in the ten new phase 2 districts in Q1 FY2017.
Result 3: Foster a culture of reading	Activity 3.3 Strengthen supply and demand within children's literature industry	3.3.1 Provide training to local publishers, illustrators, authors, & other book sector actors to improve publishing outputs of Kinyarwanda children's books	Planned for Q3 FY2016-FY2019	Trainings were held for 75 publisher industry actors.	Trainings will be held based on identified skill gaps for the same publishing sector actors trained in FY2016; SCOPE will work to recruit 16 new actors including

					publishers and editors.
		3.3.2 Facilitate a book review committee in Kinyarwanda that evaluates books in draft forms and provides guidance to publishers on how to improve the quality of books prior their investment in printing	Planned once per quarter, starting Q2 FY2016-FY2019	Organized four book review meetings (2 internal, 2 external): 193 titles submitted for review, 161 endorsed	Will organize at least one book review meeting in Q1 FY2017
		3.3.3 Extend Abana Writers Café literacy activity to communities beyond Kigali	Planned Q2 FY2016-FY2019	Shared the Abana Writers' Café guide as a module in the LC toolkit. Feedback received from LCs suggested to make it a separate initiative/document.	Explore other modalities for establishing Abana Writers' Cafes outside of Kigali, likely at the sector level with SEOs
		3.3.4 Conduct research on children's reading preferences and market demand for reading materials for emergent readers	Planned for Q3 FY2016	Wrote the report and reviewed the results.	Results will be finalized, disseminated and shared with key stakeholders & used for advocacy
		3.3.5 Promote RCBI purchasing consortium events through Rwanda Reads	Planned at least twice a year starting Q3 FY2016-FY2019	In partnership with Rwanda Children's Book Forum, one purchasing consortium turned into a book fair (in attendance: 10 publishers & 1 bookseller; displayed: more than 200 books).	A purchasing consortium will be organized

				There was a reading tent for children and 100 Kinyarwanda books titles were available to read. Around 1000 adults and 700 children visited the tent.	
Result 3: Foster a culture of reading	Activity 3.3 Strategically strengthen supply and demand within children's literature industry	3.3.6 Organize meetings of a Children's Book Forum to support quality children's literature creation and promotion in Rwanda	Planned at least twice a year starting Q3 FY2016-FY2019	One General Assembly meeting was held in July and there was a study trip to Gicumbi where RCBF donated 300 books.	RCBF members will continue to encourage donation of books to community reading activities. Members will submit new book titles to REB for approval.
		3.3.7 Liaise with NUDOR and RWAMREC to generate positive messages around gender, disabilities and inclusion to share with the book industry	Planned for Q3 FY2016-FY2019	Attempts to engage NUDOR to support SCOPE has not yet been successful; SCOPE is exploring other options for partnership in this area. RWAMREC's support is expected once their MOU has been signed.	Identify a suitable partner with disability inclusion expertise & negotiate an MoU; Once the MoUs are signed, messages and all materials that need their review will be shared with the two partners.

Result 3: Foster a culture of reading	Activity 3.4 Increase access to children's reading materials	3.3.8 Connect organizations for the blind with publishers	Planned for Q3 FY2016-FY2019	NUDOR explained cost of producing Braille material is prohibitive; publishers not willing to invest given limited demand. However, several publishers took the initiative and published audio books of their best sellers. Some audio books were aired by Radio Rwanda during the Literacy Month.	Explore opportunities for PPP funding to produce Braille reading materials in collaboration with the Union of the Blind, CBM and other actors in the field of visual impairment
		3.4.1 Provide an initial supply of 100 books per school-community library, reading mat, and storage unit.	Planned for Q2 FY2016-FY2018	Distributed 10,400 books, 104 mats and 104 storage units in 104 school communities in Gicumbi and Burera Districts.	Distribute the remaining 8,700 books to replenish book banks in Burera and Gicumbi Districts. Procure books and plan distribution for the phase 2 districts.
		3.4.2 Literacy Champions, in cooperation with SGACs, assume management of these school-community libraries in order to ensure they are accessed by children	Planned for Q4 FY2016-FY2019	Through the trainings 381 LCs were trained and acquired skills on effective use and management of community libraries in collaboration with SGACs, local authorities and school leaders	Monitor and document lessons learned

	3.4.3 Collaborate with Kigali Public Library to conduct mapping of existing inventory of books and libraries across the country	Planned for Q4 FY2016	BDU team liaised with Kigali Public Library to request available information on community libraries and reading materials in their database. Feedback pending.	Follow up with Kigali Public Library regarding the information requested.
	3.4.4 Kigali Public Library undertakes ongoing monitoring support for community libraries, including training of librarians as well as periodic book donations	Originally planned for Q4 FY2016- FY2019, this activity has been moved to FY2018 ²⁷ .		
	3.4.5 Champion districts receive books for community libraries	Planned for FY2018 - FY2019		

²⁷ This activity was updated to ensure GoR ownership of work with community libraries. This is especially important as ownership of Kigali Public Library may be returning to a public body.

IV. Monitoring and Evaluation

SCOPE MEAL plan

SCOPE MEAL plan was drafted and approved by USAID in early FY2017.

Monitoring

In order to establish whether the project tasks and activities are leading towards the intended project results, monitoring tools, which help to track if activities are being implemented to at least minimum agreed upon standards, were developed including quality benchmarks for different activities (reading clubs, Umuganda literacy event, and trainings).

Quality monitoring visits were done for Umuganda Literacy pilot in Burera District, Gahunga sector in Gitare I and II primary schools on July 30. The success and challenges observed were fed back to program staff to remediate and improve the SCOPE intervention.

Evaluation

Baseline Evaluation

Consistent with the project objectives, SCOPE conducted a behavioral survey tracking Knowledge, Attitudes and Practices (KAP) on early literacy development at school and community levels. This study was a household-based survey targeting parents, children in primary school (P1, P2, P3 or children who are not enrolled in school who are 7-9 years old), Head Teachers and School General Assembly Committee members (SGACs). The study was nationally representative covering all 30 Districts of the country.

The design of the research proposal and the development of assessment tools were drafted during February and March 2016. In quarter three, the protocol was presented to the National Institute of Statistics of Rwanda, Rwanda National Ethics Committee and Ministry of Education for clearance. The research was cleared; subsequent annual approvals will be required from the three organizations above.

Enumerator training was conducted from June 20 to 24; thirty-six enumerators received an overview of the SCOPE project and were trained intensively in Child Safeguarding, Research Ethics, and the KAP assessment tools.

After training, we piloted the tools and made some adjustments according to the pilot findings. Then, data were collected in all 30 districts of the country from July 7, 2016 - August 7, 2016.

Data collection was done using Samsung tablets loaded with all instruments digitized using Tangerine, a data collection software developed by Research Triangle Institute (RTI). Collection of data with this software on Samsung tablets is more efficient and effective compared to paper and pencil tools. To ensure data quality, daily data upload was done and checks were done to reduce chances of missing data. Any missing data identified were immediately addressed. The data collection supervision was done in all 4 teams in different days in all five provinces. Data collection was followed by an intensive data cleaning and analysis as well as reporting findings.

SMS Data Reporting

The company to build the SMS reporting system was recruited in FY 2016 and the establishment of the platform is expected to start early in Q2 of FY 2017. This SMS reporting system will be used primarily by Literacy Champion Representatives and will facilitate the collection of relevant data for the SCOPE project. Since MINEDUC/REB requires district education officials to report back using internet facilities, the SCOPE project modified its data reporting effort for SEOs who will now use a web-based reporting system.

Internal Capacity building

The MEAL officer attended a workshop on Introduction to Data Analysis Using SPSS (Quantitative data) and ATLAS.ti (Qualitative data) from July 18-23, 2016. SCOPE's interim Senior MEAL Specialist attended a workshop on Research /Evaluation Methods and Questionnaire Designs and on Advanced Data Analysis Using SPSS software from September 25-30, 2016 in Kigali given to the SCI MEAL Team and interested program staff by former HEAD of MEAL.

Lessons learned:

- Getting research approvals is a lengthy process as Institutional Review Boards (IRBs) are interlinked/dependent on one another
- Inform district leaders about the planned research in their respective territories at least 2 weeks before actual data collection.
- The major cost in evaluation was due to the hiring of cars; there were no cars which could transport more than 7 people, necessitating the hire of a large pool of cars for the research and significantly increasing the cost of the research.

Program Performance Indicators and Targets

#	Performance Indicator	Year 1 Target (FY 2016)	Actual as of September 30, 2016	Explanation for Variance
1	Number of learners reached in reading interventions at the primary level (Standard F 3.2.1-35,ES.1.5)	976	849	Trainings were held later than initially planned, towards the end of September, leading to delayed implementation of SCOPE activities (starting in FY2017). The number of children reached in FY2016 include those who participated in the pilot of LC toolkit and the piloting of Umuganda Literacy.
2	# of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance (Standard F3.2.1-33,ES,1-10)	19,100	10,400	In Burera and Gicumbi Districts, there are other SC interventions (Lawson project and Literacy Boost Community Action) which support community libraries. In communities in Gicumbi with older book banks, replenishment was provided. The remaining 8700 books will be split in Q1 FY2017 in Burera and Gicumbi to top up the ones provided in Q4 FY2016.
3	Number of local publishers, illustrators, authors, & other book sector actors trained to improve publishing outputs of Kinyarwanda children's books	73	75	There were 2 additional participants. One was a new publisher and another was a staff from Kigali Public Library who wanted to learn more and liaise with other publishers in network.
4	Number of books published with SCOPE support and endorsed by SCOPE	75	161	The target was set based on the experience from previous years. In this year, the number increased because of more opportunities for publishers and the increased awareness on the importance of reading among population. This led publishers to produce many books

#	Performance Indicator	Year 1 Target (FY 2016)	Actual as of September 30, 2016	Explanation for Variance
5	Number of education administrators and officials who complete professional development activities with USG support (Standard F 3.2.1-3, ES.1-12)	0	8	The figure of 8 here refers to those administrators (4 SEOs, 4 HTs) who completed the full 16 hours of training; the remaining 222 covered only 8 hours of training. The figure 230 as reflected in the main report is broken down as follows: 190 HTs, 38 SEOs and 2 DEOs in both Burera and Gicumbi districts.
6	# of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access (Standard F3.2.1-38, Archive 2016)	0	3	3 School Leadership and Management modules developed covering the following areas: 1. Sharing Responsibility, 2. Active participation in school life and 3. Communicating effectively
7	# of DDPs and SSPs featuring literacy supporting events and activities	TBD ²⁸		
8	Proportion of HTs implementing 'practice' of taking specific actions to improve students literacy outcomes	TBD		
9	Percent of female HTs	TBD		To establish this figure at the start of the new academic year in February 2017

²⁸ Actual number of DDPs and SSPs featuring literacy to be established in Q1 FY2017 by SEOs who will communicate information via SMS reporting system and email (all SEOs have been provided with tablets and modems by USAID).

#	Performance Indicator	Year 1 Target (FY 2016)	Actual as of September 30, 2016	Explanation for Variance
10	Number of PTAs or community governance structures engaged in primary or secondary education supported with USG assistance (Standard F 3.2.1-18, ES.1-13)	4	4	
11	Number of active SGACs	TBD ²⁹		
12	Percentage of Female SGAC chairs and vice-chairs	TBD ³⁰		
13	Number of Literacy Champions trained to lead community reading activities	382	381	
14	Number of active literacy champions	0	0	
15	Proportion of parents with positive attitudes regarding reading and the importance of providing support to children's learning	TBD ³¹		
16	Percentage of parents with positive attitudes regarding the ability of parents with physical disabilities to help their children with reading	TBD ³²		

²⁹ Actual figure for 1st two districts – Gicumbi & Burera – to be established in Q1 FY2017.

³⁰ Before setting targets for this indicator, SCOPE will first establish the current statistics of female leadership in SGACs.

³¹ To be determined after KAP survey baseline report is approved

³² To be determined after KAP survey baseline report is approved

#	Performance Indicator	Year 1 Target (FY 2016)	Actual as of September 30, 2016	Explanation for Variance
17	Proportion of parents who provide support to children's literacy learning at home	TBD ³³		
18	Proportion of students with positive attitudes and/ or knowledge regarding reading	TBD ³⁴		
19	Percent of children with positive attitudes towards both girls' and boys' ability to read	TBD ³⁵		
20	Proportion of students who have visited a school-community library in the last week	TBD ³⁶		
21	Proportion of students who have something to read in their home	TBD ³⁷		
22	Number of parents or children with disabilities who attend community reading events	TBD ³⁸		
23	Average time children spend reading or learning about reading outside of school in the last week	TBD ³⁹		
24	Number of community literacy funds awardees	0	0	

³³ To be determined after KAP survey baseline report is approved

³⁴ To be determined after KAP survey baseline report is approved

³⁵ To be determined after KAP survey baseline report is approved

³⁶ To be determined after KAP survey baseline report is approved

³⁷ To be determined after KAP survey baseline report is approved

³⁸ To be determined after KAP survey baseline report is approved

³⁹ To be determined after KAP survey baseline report is approved

#	Performance Indicator	Year 1 Target (FY 2016)	Actual as of September 30, 2016	Explanation for Variance
25	Number of districts receiving rewards of an initial supply of reading materials for community library	0	0	
26	Number of districts publicly recognized as high performing districts	0	0	
27	Number of listeners reached with literacy related messaging through the Urunana Radio series	875,000	875,000	
28	Number of meetings or events that SCOPE supports Rwanda Reads to hold	10	11	

V. Management Issues

FY2016 was essentially the project's foundation year involving recruiting the project team, overseeing their induction and undertaking in-depth and extensive planning processes. During the year, the project bought essential project equipment including vehicles and computers. These have all been branded according to agreed marking and branding requirements.

The SCOPE team also spent a considerable amount of time in preparing project work plans and the M&E plan. The work plan process involved working closely with the REB team and reaching out to like-minded partners who have experience in designing and implementing literacy programs in Rwanda. Work plans for FY2016 and FY2017 were all successfully approved by USAID.

After a long search, the Technical Advisor position was permanently filled, and another took up the interim MEAL Specialist position, shifting from her post as MEAL Specialist for the Save the Children Country Office. The Community Engagement Coordinator position was re-advertised and filled.

Save the Children International's Human Relations Department will be building a database of good quality CVs for the hard-to-fill positions to facilitate faster recruitments of this nature in future.

Soma Umenye, a USAID-funded early grade reading project awarded in Q4 of FY2016, was conceptualized to work in synergy with SCOPE and presents considerable opportunities for collaboration and scaling up. While Soma Umenye will improve classroom instruction in reading and strengthen systemic capacity to sustain those improvements, SCOPE provides increased community and family engagement and fosters a culture of reading, as well providing additional support of school leadership. Both activities are crucial to improve student reading. To actualize this synergy,

SCOPE is proactively communicating and planning, particularly at this stage with Chemonics/Soma Umenye.

ICT

An electronic interactive calendar of literacy events to be celebrated by Rwanda Reads members was designed and shared widely with all Rwanda Reads members. To ensure easy accessibility, it was uploaded onto MCOP website. The same was shared with REB and used as a reference in tracking Rwanda Reads members activities; a practice that was highly commended by REB.

In order to strengthen the project's M&E function, a local consultant has been recruited to design and implement the SMS reporting system, including a web-based reporting system for SEOs, which if successful will automatically combine all SMS information into one single database at Save the Children's office in Kigali. The Terms of Reference are:

- Prepare and present an inception report, and sign a confidentiality agreement (2days)
- Develop the SMS-based reporting & communication system and produce a web-based dashboard functionality
- Install the SMS and webserver in parallel (2days)
- Develop in parallel both the web application and mobile system depending on the findings, parameters and indicators defined in the inception report (17days)
- Test and deploy the application (3days)
- Train Users (3days)
- Submit final report with all technologies, source code and specifications to Save the Children International (2days)
- Maintain the system and provide technical support from January 2017 to January 2020

Full implementation of this system commences in Q1 FY2017.

Gender & Disability Inclusion

Gender is an integral part of SCOPE programming. All training sessions address gender and disability inclusion; project material (training, development communications and those of the Book Development and Use unit) reflect a concern for gender and social inclusion.

Gender and disability inclusion were key features of the training of facilitators for the Literacy Champion training as well as in the actual training of Literacy Champions. In FY2017, the SCOPE project team will monitor the performance of the Literacy Champions paying particular attention to the way gender and disability aspects are being addressed by these champions. While Urunana DC has already incorporated gender and disability inclusion messaging in their scripts, targeted training will be provided by RWAMREC to enable the partner to be more focused in terms of addressing gender inclusion in all aspects of their programming. In particular, the audience surveillance process will ensure to include an equal number of men and women, girls and boys as well as any person with disability who can be identified to participate in focus group discussions.

Authors and publishing houses now produce stories which depict women/girls as protagonists or heroes. Data are analyzed for both gender and disability inclusion aspects to see how the project can be adjusted to better seek out the voices of these beneficiaries and to better reach these stakeholders with programming.

The stark differences between the numbers of male and female SEOS and school leaders was noted by SCOPE leadership. Strategies for lessening the potential effects of gender inequity were discussed with Save the Children US technical support with the decision to work with RWAMREC to pilot mitigation measures in the new districts.

These differences can also be found in the publishing industry where male dominance is conspicuous. The publishing industry in Rwanda is still in its infancy and women continue to make strides in the areas of sales, authorship and publishing. SCOPE will encourage women to participate in this sector through mentorship, sensitization and targeted workshops.

Other strategies for combatting this gender imbalance include activities that give women special voice in communities and in trainings: ensuring that SCOPE SBCC materials properly reflect women and men; women and men are asked to present in equal numbers as presenters and/or speakers at meetings and special events; if there are events in communities that women and men leaders co-facilitate or act as Master of Ceremonies.

Institutional Strengthening

SCOPE has supported the review of Umuhuza's organizational capacity assessment (OCA) which identified the need for the partner to beef up its work force and improve its financial and administrative systems. SCOPE has put aside some funds to help the NGO recruit a consultant to revamp their strategic plan, work on related organizational development aspects and ultimately ensure a much stronger institution is in place in the next twelve months. In addition to this, the SCOPE Chief of Party and Finance Director have been involved in a series of meetings with the partner aimed at streamlining their systems and addressing some of their serious HR challenges.

Finally, all Umuhuza training facilitators received training on how to address gender and social inclusion during the training of Literacy Champions. These facilitators were able to demonstrate sufficient understanding of both the concept and practice of gender and disability inclusion during the training of Literacy Champions.

VI. Coordination

During FY 2016, Mureke Dusome undertook strategic engagements with MINEDUC/REB, USAID, other development partners (such as JICA on CPD) and civil society organizations in a position to support the achievement of project objectives. REB was instrumental in helping to forge partnerships between Mureke Dusome and organizations (such as Wellspring Foundation and VVOB) providing support to the school leadership and management component of the Rwanda Education Board.

In Q4 of FY 2016, Mureke Dusome met with Soma Umenye and USAID to provide advice related to Soma Umenye's work plan development. Mureke Dusome shared its program details and strategized collaboratively with USAID and Soma Umenye on how to implement efficiently and effectively in areas of potential overlap and/or complementarity. Mureke Dusome also offered comments to strengthen the ToR for the Early-Grade Reading Steering Committee.

For FY17 Q1, coordination plans include:

- Review of Soma Umenye's draft work plan, providing feedback based on insights about the context for education in Rwanda and particularly on issues related to complementarity between the two activities
- Collaboration with USAID to refine a summary of coordination discussions, to aid USAID in ensuring that activities and personnel job descriptions do not overlap and to document agreed

strategies between Soma Umenye and Mureke Dusome (such as collaboration on introductions of USAID's EGR Project at the district level)

- Collaboration with Soma Umenye to introduce activities at the district level in a unified manner. Mureke Dusome will participate in the orientation of Soma Umenye-funded District Advisors in the 12 districts in which both Soma Umenye and Mureke Dusome will be intervening during FY17. Mureke Dusome will offer suggestions to support Soma Umenye in ensuring that District Advisors to aid coordination at the district level, including managing the pool on government human resources at the district, sector and school levels.
- Participation in the USAID's Implementing Partner Meeting, which will be held at the US Embassy on November 9, 2016
- Collaboration between Mureke Dusome and Soma Umenye on all planned evaluations including sharing research and evaluation findings
- Collaboration between REB, Mureke Dusome, Soma Umenye, VVOB and URCE related to HT certification program and research on literacy.

VII. Challenges and Lessons Learned

Challenges

As reported earlier, book distribution to several school communities in both Burera and Gicumbi Districts begun in Q4. According to anecdotal evidence, the number of children turning up in reading clubs in many of these communities far exceeds the books available. In one community in Burera District, over 500 children have been identified while the village only has 100 book titles, the maximum that the project can provide given the current funding allocation.

In addition to SCOPE, Save the Children has two other education interventions in both Burera and Gicumbi Districts. The potential for overlap and duplication is therefore considerable. Save the Children has accordingly facilitated three meetings between program staff including partners from different projects to come up with a lasting solution in the harmonization and implementation of project activities. An important objective of this harmonization is to promote the match-fund arrangement provided that the books distributed by other Save the Children programs (ARR) are both age and level appropriate.

Other challenges have already been addressed in the Management section.

Results-specific Challenges and Lessons Learned:

Result 1:

- During the trainings among SGACs representatives, we have not identified any parent with a disability. SCOPE is planning to organize a separate meeting for parents with disabilities to encourage them to engage in SCOPE activities.
- During the trainings, there was a gender imbalance. 78% of SGACs representatives were males whereas only 22% were females. SCOPE will undertake focus group discussions separately with females and males to learn more about why more women are participating in the broader School General Assembly but only a small number are elected as parent representatives to the SGAC. It will also be an opportunity to provide guidance to schools on the importance of electing women to the SGAC.

-
- Based on the feedback from the trainings, it was discovered that owners/sponsors of the school have a great influence on the implementation of school activities. Because of this, we have seen that it is important to engage them directly in SCOPE activities. In the next trainings and provision of the self-study modules, SCOPE will explore the possibility of changing the approach and instead invite the presidents of SGACs and the owner of the school instead of president and vice-president of SGACs.
 - Due to the limited number of field staff, SCOPE is planning to collaborate with other partners that are implementing projects in the same locations such as Soma Umenye to support in monitoring. The project will also encourage Soma Umenye to mentor and monitor the assignments from the modules that involve in-school activities. SCOPE has also collaborated with TCOP to create a platform where SEOs and DEOs will be able to discuss the promotion of children's literacy in their Sectors and Districts.

Result 2:

- More time needed to effectively complete the training of Literacy Champions; at least 3 days rather than the current 2 days budgeted for. SCOPE will engage Peace Corps volunteers within the first two quarters of FY 2017 to provide coaching and mentorship support to the Literacy Champions.
- Quality reports from partners pose a major challenge. SCOPE will dedicate more time in FY 2017 building the capacity of partners in quality reporting.
- Due to the demanding scope of the project, there is a need of extra human resources.
- Refresher trainings are needed for both training of facilitators and Literacy Champions in order to become more familiar and conversant with the literacy champion toolkit.
- In order to meet all program priorities in a short time, Umuhuza trained a cadre of ToTs who helped to facilitate LCs trainings hence able to meet the deadlines as planned.
- In order to overcome the challenge of engaging local authorities, we should communicate frequently with them to ensure that they remember the dates for planned activities.

Result 3:

More engagement with the local publishing sector

The SCOPE BDU learnt that the more you engage with the publishers and other publishing sector actors, the more they commit to do more and better work. An example is the contribution they gave from this year by facilitating some workshops pro bono, organizing book fairs, submitting books to REB or marketing as a consortium or donating books to community libraries that needed replenishment. Publishers' commitment can also be evidenced by increased professionalism, such as their development of clear business models, improvement of relationships among each other and other stakeholders, efforts to ensure transparency, improvement of the quality of printing and diversification of their products, and increasing the quality of their work by hiring professional staff such as editors, designers, authors and illustrators. All of this helps to improve their partnerships with booksellers and other stakeholders. Persistence, continuous improvement and adaptation of approaches also led to better collaboration among the book sector; authors are being recognized and get royalties on their books; illustrators are better paid for their work and get exposed to new opportunities, leading to more professional and young illustrators interested in children's books, also bringing more diversity to the

current pool of talents; authors trying different styles including fantasy, girl-led stories and writing for different levels of readers; designers improving book covers and experimenting new book layouts. Another major success was the improvement of relationships between all these actors, particularly the relationships publisher-bookseller, which were almost non-existent two years ago.

Nevertheless, with the increase of book production, book events, more actors and more opportunities, the SCOPE BDU needs to strategize to be able to accommodate this big crowd and its growing, new, dynamic needs. The team started with five publishers and a few other actors that kept to be the same for a while, but with the boom the industry is seeing now (from late 2015) and the growing market of Kinyarwanda children's storybooks, book events and partnerships opportunities, there is a need to look into a plan that will allow the SCOPE BDU to keep offering quality services and keeps Save the Children a leader in this sector.

Increasing demand on the Kinyarwanda children's storybook market

Not only Save the Children buys storybooks for the 0 to 9, but also other organizations such as UNICEF, World Vision and more. With the launch of *Soma Umenye* and other upcoming programs that will buy Kinyarwanda children's books, the local publishers are trying to continue the momentum, hold their reputation as the best publishers of children's books in Rwanda (and the region, in terms of technical specifications), produce more and better quality books to adapt to these new opportunities. There is also an increasing awareness of locally made children's books among the population, where the individual book purchases make between 7-15% of publishers incomes according to local publishers. Compared to the 0-5% two years ago, this is a considerable improvement. Local publishers need to be ready and take the opportunity of the moment and the buzz it is creating with new events such as the *Made in Rwanda* campaign, a possibility to widen their market to the Rwandan diaspora or by translating the titles they have to Kiswahili, English and French, and the demand for children's storybooks from non-Kigali communities.

It is not only the organizations and individuals; some government institutions such as the Ministry of Culture and Sports (MINISPOC) have started to engage more in promoting the culture of reading, particularly encouraging the use of Kinyarwanda children's storybooks as tools to preserve the cultural heritage and channels to spread local knowledge to educate the young generations. Other common cases are of other organizations that request the SCOPE BDU to offer them trainings in Book Use and Management, more requests on story writing trainings, organization of writing children's stories competitions, illustrating courses and organization of book fairs. SCOPE BDU is exploring these new opportunities and seeks to widen its Public-Private Partnership activities to encourage the requesters to also invest in them.

VIII. Prospects for the next year's performance.

FY 2016 was a foundational year for the SCOPE project. A new office was identified, staff hired and systems for procurement and logistics developed. Engagement with the Rwanda Education Board took off on a sound footing with the School Leadership and Management Unit of REB providing strategic inputs in the development of SLM modules for the project. While modest progress has been made in the engagement of other government ministries (such as MINALOC, MINISPOC and MIGEPROF), the prospects for enhanced collaboration in FY 2017 are encouraging. MINISPOC for instance have requested formal collaboration with Save the Children (via an MOU) to support the agency's literacy efforts around the country. USAID has in Q4 of FY 2016 facilitated effective partnerships between SCOPE project and other USAID-funded initiatives implementing Early Grade

Reading. Early Grade Reading implementing partners will now work in a much more coherent and consultative manner to achieve the broader early-grade reading objectives for Rwanda.

The pilot work of community engagement to promote literacy in the two districts of Burera and Gicumbi has been fairly successful: Consultative meetings to share project plans with key district officials have been held and action plans agreed in support of SCOPE efforts; 381 Literacy Champions have been identified and trained to support the establishment of reading clubs in all school communities of the two districts. The quality and effectiveness of these literacy champions varies significantly. SCOPE will accordingly engage with Peace Corps volunteers to provide additional capacity building to ensure quality of implementation across the entire project. Additionally, based on the early experience of implementing reading clubs in local communities, there is considerable interest on the part of the communities to ensure these clubs are functioning and well resourced.

Scaling up of the project commences in Q1 of FY 2017 based on lessons learnt in FY 2016. Given the positive experience of engaging with key GOR ministries (especially MINEDUC/REB) as well as the enthusiasm demonstrated by local communities in supporting literacy efforts in their communities, the project is poised to go to scale fairly quickly. Strategic engagements with GOR ministries, development partners and key civil society organizations will play an important role in SCOPE's ability to go to scale effectively.

USAID has already approved the work plan for SCOPE for FY 2017. This will be the basis for scaling up activities in additional 10 districts of the country. In Q1 of FY 2017, the activities listed below will be implemented:

Result 1: Strengthen the Capacity of School Leadership to Promote School-Community Partnerships and Improve Student Literacy

- ☐ Activity 1.1 Create nationally appropriate vision of effective literacy school-community partnerships through existing SLM standards and development of evidence-based standards for SGACs.
 - Support REB in the finalization and validation of National Parent-School Partnership Standards & accompanying Competency Framework and Rubric
 - Follow up with URCE to sign MOU and start collaboration in research
 - Conduct introductory meetings in the 10 new Districts
- ☐ Activity 1.2 Develop training and instructional materials for guiding standards implementation at sector and school levels
 - Finalise module 4, 5 and 6 for Head teachers and SGAC presidents and vice presidents
 - Finalise module 4,5 and 6 for SEOs
 - Revise modules and modality as needed
 - Translate module 4,5 and 6 for Head teachers and SGAC presidents and vice presidents
 - Translate module 4,5 and 6 for SEOs
- ☐ Activity 1.3 Implement scalable training approach for building school leadership capacity
 - Follow up with SEOs, HTs and SGACs in Burera and Gicumbi districts to complete their self-study modules
 - Establish communication channels for participants (DEOs, SEOs, HTs, SGAC presidents and vice presidents) from the 10 new Districts who will learn self-study modules

Result 2: Increase Effective Community and Parental Involvement to Improve Literacy Skills

- ☐ Activity 2.1 Develop and implement a social behavior change communications campaign for literacy, including:
 - Finalize SBCC strategy, include KAP survey findings and ensure RWAMREC reviews all messages for gender equity
 - Finalize the contracting process for RWAMREC and ensure they review key training and communications materials for SCOPE and provide training to both Urunana DC and Umuhuza on gender inclusion
 - Collect views of audiences through audience surveillance surveys that aimed at assessing audience's perceptions towards program key messaging through Focus Group Discussions and Key Informant Interviews conducted at school, cell, sector or district level depending on the issue being investigated
 - Ensure that key messages continue to be well incorporated into Urunana radio drama
 - Urunana and SCOPE MEAL teams continue to monitor the broadcasts for quality and timelines
 - Collect feedback from listeners through SMS, phone calls, Facebook, website and shared with SCOPE project Focal person (Communications Specialist) and CoP on a quarterly basis
 - Provide strategic messages for inclusion and gender and focus on Rwanda TV
 - Hold a consultative meeting with Rwanda TV to discuss key literacy messages and how they can be incorporated in their free timeslots
 - Discuss a plan on how literacy messages will be incorporated into identified timeslots and programs
 - Conduct introductory meetings and recruit one selected celebrities/notable figure
- ☐ Activity 2.2 Mobilize parents and the community to improve student literacy, including:
 - Monitoring the establishment of community libraries, reading clubs, parent awareness workshops, reading events, and other opportunities for the promotion of reading in the villages
 - Requesting collaboration and conduct introduction meetings into 10 new Districts
 - Monitor, document and report on the lessons learnt and best practices on school-community libraries, reading clubs, other reading events, Umuganda literacy for children and other opportunities for the promotion of reading in the school communities
 - Monitor LCs trained to evaluate level of understanding of their roles and responsibilities
 - (Funds permitting) undertake refresher training for all LCs trained in FY 2016
 - (Through Peace Corps volunteers) provide coaching/mentoring support to Literacy Champions
 - Conduct advocacy to MINALOC to have Umuganda Literacy officially endorsed in the revised Umuganda policy
 - Advocate to MINALOC through National Itorero Commission to include literacy activities as option for Urugerero youth national services

-
- Develop TOR for selecting community literacy volunteers (*Urugerero*)
 - SCOPE introduction (awareness) meetings in the new 10 districts
 - Awareness visit to youth doing *Itorero*
 - Organizing district annual review meetings (for Gicumbi and Burera districts) and share with SEOs examples of activities that can be conducted during literacy events
 - Activity 2.3 Promote and Incentivize Local Initiatives for Community Literacy Activities.
 - Develop a module for the management and administration of the Community Literacy Fund with planned completion in Q1 FY2017
 - Identify the best approach for disseminating application instructions and eligibility guidelines for the Community Literacy Fund
 - Work with radio and other media partners to promote literacy events and reading competition winners, particularly at local level on radio, in print, and through relevant websites and social media
 - Engage identified PPPs in providing support for reading activities held at sector, district, and national levels
 - Activity 2.4. Leverage existing civic service models to support community literacy activities
 - Document successful experiences of literacy messaging/campaigns
 - Depending on the outcome of progress on integrating reading into *Urugerero* national training content, send training and communication materials to Rwanda Reads members on ways in which they can support training of *Urugerero*
 - Organize a meeting with the *Itorero* Chairperson to negotiate the inclusion of literacy messages in the *Urugerero* curriculum

Result 3: Foster a Culture of Reading

- Activity 3.1 Enhance the capacity of Rwanda Reads to support networking, coordination and information sharing among literacy stakeholders:
 - Seek approval for web portal design from REB, USAID and Rwanda Reads task Force and Steering committee
 - Organize Rwanda Reads learning event
 - Share monthly updates to keep up the momentum around promoting literacy
- Activity 3.2 Advance a literacy-promoting advocacy agenda through Rwanda Reads, including:
 - Submit Literacy Policy to MINEDUC for comments and review
 - Follow up with working group leaders on moving their plans forward
- Activity 3.3 Strategically strengthen supply and demand within the children's book industry.
 - Share research results on children's reading preferences and market demand for reading materials for emergent readers within SC, USAID, Rwanda Reads and other relevant stakeholders to improve project performance and the publishing sector actors to discuss implications of the research on the book sector
 - Organize a results dissemination event in November 2016
 - Organize a RWAMREC training for publishers on including positive gender messages in their books
 - Organize a training for the Internal Book Review Committee on editing children's books

-
- Organize a training for RCBF and editors on editing children's books in collaboration with Editions Bakame (TBD in November 2016)
 - Organize the Abana Writers' Café every last of the month in October and November 2016
 - Organize the first Publishers Evening Talk in November 2016
 - Reinforce media engagement through the promotion of the chocolate book campaign and local publishers' book fair.
 - ☐ Activity 3.4 Increase communities' access to age-appropriate, relevant reading materials.
 - Make list of books to purchase for the FY2017
 - Prepare documents and logistics to purchase, receive and stock books, mats, and storage units that will be distributed to 898 community libraries in the ten districts of phase 2.

Monitoring and Evaluation Plan:

- ☐ Reviewing quality benchmarks for different activities
- ☐ Field quality monitoring visits for literacy promotion activities implemented by SCOPE
- ☐ Review MEAL tools (Action Tracker, IPTT, Total Reach)
- ☐ SMS data reporting system pilot
- ☐ GIS mapping data collection for new districts
- ☐ Develop accountability strategy
- ☐ Train SEOs on SMS reporting system
- ☐ Field quality monitoring visits for literacy promotion activities implemented by SCOPE
- ☐ Joint quality monitoring visit with partners
- ☐ SMS data reporting system in action
- ☐ GIS mapping data collection for new districts
- ☐ KAP survey findings dissemination
- ☐ Establish information sharing and complaints and feedback mechanisms (CFM)
- ☐ Train program staff and Partners on Monitoring, Evaluation, Accountability and Learning (MEAL)
- ☐ Establish Complaints and Feedback Mechanisms
- ☐ Development of assessment tools to be used in impact assessment in 2017
- ☐ Preparing the sampling of districts and school community catchment area

X. List of Annexes

1. Success Stories – 1) Illustrators’ Website Launched , 2) Social Inclusion in Kinyarwanda Children’s Storybooks, 3) Adoption of Parent-School Partnership Standards
2. Rwanda Reads Media Coverage
3. SCOPE/Mureke Dusome Media Coverage
4. List of Documents posted to USAID’s Development Experience Clearinghouse (DEC)
5. Maps

DEVELOPMENT OF THE NATIONAL STANDARDS FOR PARENT-SCHOOL PARTNERSHIPS



The workshop brought together a range of government and civil society stakeholders to contribute their ideas and expertise.

“The idea of partnership between schools and communities will leave a very strong impact on our children’s education. There has been a general mentality that children’s education is a responsibility for teachers only; but we now know parents play such a vital role too.”

**Charlotte Benihirwe,
Vice Mayor In Charge of Social Affairs,
Gicumbi District.**



During the workshop, participants provided input on the draft National Parent-School Partnership Standards.

*Telling our story
US Agency for International Development*

Save the Children’s USAID-funded ‘Mureke Dusome’ project held a series of workshops on the development of the project’s support materials in April-June 2016. Participants included: Rwanda Education Board (REB), VVOB, Wellspring, Concern Worldwide, Millennium Village, National Union of Disabilities’ Organizations in Rwanda (NUDOR), Rwanda Men’s Resource Centre (RWAMREC), EDC/L3, District Education Officials, Sector Education Officials, Head Teachers, and School General Assembly Committees (SGAC’s).

The workshops were held in Kigali and provided participants with an overview of the project along with its objectives. The sessions also provided a platform for the development of the draft National Parent-School Partnership Standards. During the course of the workshop, participants were able to provide their input to the drafted standards and the accompanying competency framework. By the end of the workshop, six draft standards were developed, each identifying how parents and schools can strengthen their collaboration to support students’ learning. The standards aim to empower SGAC leaders, parents, school leadership, teachers, community members, and students to work together for the educational success of all children.

Representatives from REB demonstrated strong commitment to the effort by attending two weekends of follow-up work to finalize the standards and accompanying framework.

The draft standards were then used as a framework to develop training modules to support Head Teachers and SGAC leaders. Content for six modules were aligned to each of the six standards, with guidance and practical assignments provided to support implementation.

The Drafted National Standards for Parent-School Partnerships:

1. Sharing responsibility
2. Active participation in school life
3. Communicating effectively
4. Supporting learning
5. Ensuring equity and inclusion
6. Collaborating with communities

PROMOTING THE CULTURE OF READING IN RWANDA

Local Writers: increasingly featuring social inclusion in children's books



Eric Nshimiye, an aspiring and published author of Kinyarwanda children's books reads to the audience his new book about a girl with a visual impairment during the May 2016 Abana Writers' Café at the Impact Hub.

"Disability is such a sensitive topic to write about, and it's very interesting and inspiring to see courageous authors approaching it in a safe and child-friendly way for children as well as adults!"

Said Pacifique Mahirwe a storyteller and regular participant of Abana Writers' café.



Gabriel Dusabe, an illustrator, photographer and upcoming author, benefits from a mentorship session as he works on the illustrations of his new story about a boy with disabilities who uses his crutches to help out a stubborn friend who had fallen in a pit.

US Agency for International Development

In FY2016 Quarter 3, Save the Children through the USAID-funded Mureke Dusome project and the Rwandan Children's Book initiative (RCBI) organized a workshop for writers and publishers with emphasis on encouraging them to feature more girls and children living with disabilities as empowered and inspiring characters.

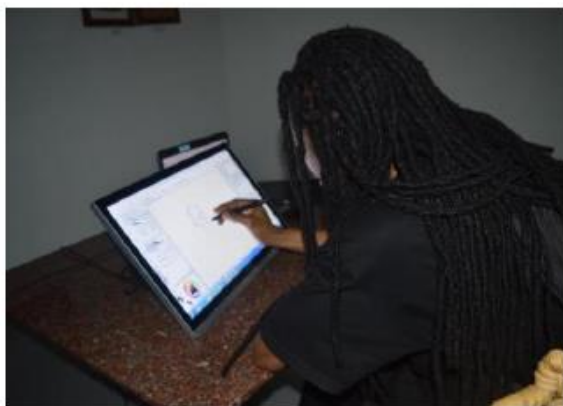
For the last three years, Save the Children's RCBI has been supporting and providing capacity building opportunities to the local publishing industry, and as a result more than 150 new titles of high quality Kinyarwanda children's books were published. However, in all those titles, less than 20% had girls as protagonists and very few featured or talked about children living with disabilities. For the growth and sustainability of the industry, this was a worrying fact regarding equity in the reading materials available for both girls and boys, including children with disabilities.

As a result of the efforts by the Book Development and Use team, the May edition of the Abana Writers' Café featured two stories about children living with disabilities thriving to fulfil their full potential and being of help to their friends and families. Moreover, one of those characters was a girl.

Apart from the books presented in Abana Writers' café, there was also a positive change and representation of female characters in the books submitted for the book review meeting that took place in May.

Save the Children's Book Development and Use team aims to help create more and better books for children in Rwanda, ensuring that the book industry takes responsibility for ensuring books are gender transformative and socially inclusive.

RWANDAN ILLUSTRATORS CREATE A NEW WEBSITE FOR KINYARWANDA CHILDREN'S BOOKS



Seif Bizimana, one of the illustrators of Kinyarwanda children's books demonstrating a live illustration session during the website launch.

"Illustration is an amazing way of communication. Pictures or illustrations speak louder to children, so we find it as the best way of telling children's stories. Children love them".

**Adolphe Banza,
Illustrator of Kinyarwanda
Children's storybooks.**



One of the authors of children's books shares his story to get feedback during the Abana Writers' Café at Impact Hub, Kigali

On the 29th of August 2016, over 30 illustrators of Kinyarwanda children's story books were joined by other actors in children's' book sector to officially launch their new website, 'www.rwandanillustrators.org'

The initiative was part of the illustrators' efforts to further enhance their contribution towards promoting literacy among children in Rwanda. Present at the event were other actors in the children's book publishing industry including authors, designers and publishers of children's books.

The website was an initiative by illustrators of children's books operating in to create a platform that will bring together all works of illustrators of children's stories written in Kinyarwanda. The website will therefore be a strong tool to expose the illustrators' work as well as encourage more Rwandans with talent to join the industry and support to increase the supply of more and better story books for children. Illustrators of Kinyarwanda children's books are getting better day by day. They promote the local publishing industry by contributing to more and better quality books for children, as well as creating children's stories in a child-friendly version to enhance the culture of reading among children.

Since 2013, Save the Children through the Rwanda Children's Book Initiative (RCBI) and later, through the USAID funded Mureke Dusome project has embarked on supporting the local authprsr, designers, illustrators, publishers and sellers of Kinyarwanda Children's story books in Rwanda. The initiative is one of the several efforts to support the book sector produce more and quality children's books, enhancing their reading culture.

Annex 2: Rwanda Reads Media Coverage

	<u>Events/opportunity</u>	<u>Organization</u>	<u>Media</u> <u>Website</u>	<u>Language</u> <u>Quoted</u>	<u>links to stories</u>
1	Opening of the national literacy week by MINISPOC	MINISPOC/Ready for Reading	1/9/2016 umuseke.com	W e bs ite	Kin yar wa nd a http://www.umuseke.rw/uko-umuntu-ahumeka-atabitegetswe-ni-ko-akwiye-gusoma-atabihatiwe-olivierminispoc.html
2	Official closing of Literacy week by MINISPOC	MINISPOC	9/9/2016 Igihe	W e bs ite	Kin yar wa nd a http://www.igihe.com/amakuru/u-rwanda/article/minispoc-isanga-gusoma-bidakwiye-guharirwa-abarimu-n-abanyeshuri-gusa
3	Rwanda marks International literacy day	Rwanda Reads	8/9/2016 Igihe	W e bs ite	En glish http://en.igihe.com/education/rwanda-marks-international-literacy-day.html
4	Rwanda marks International literacy day	Rwanda Reads	8/9/2016 Igihe	W e bs ite	Kin yar wa nd a http://www.igihe.com/amakuru/u-rwanda/article/u-rwanda-rwizihije-umunsi-mpuzamahanga-wo-gusoma-rwishimira-ibyagezweho
5	Rwanda marks International literacy day	Rwanda Reads	8/9/2016 umuseke.com	W e bs ite	Kin yar wa nd a http://www.umuseke.rw/umuco-wo-gusoma-mu-rwanda-uhagaze-ute-reb-ivuga-ko-uri-heza.html
6	Number of children reading in homes still on the low	Rwanda Reads (MINEDUC)	8/9/2016 Kigali Today	W e bs ite	Kin yar wa nd a http://www.kigalitoday.com/?abana-basomera-ibitabo-mu-rugo-baracyari-bake
7	Rwanda marks International literacy day	Rwanda Reads	8/9/2016 RTV	T V	Kin yar wa nd a aired in the evening Kinyarwanda news edition at 8:00pm

8	Rwanda marks International literacy day	Rwanda Reads	8/9/2016	Radio Rwanda	Randa	Kinyarwanda	aired in the evening Kinyarwanda news edition at 7:00pm
9	Rwanda marks International literacy day	Rwanda Reads	8/9/2016	Voice of Africa	Randa	Kinyarwanda	aired in the evening Kinyarwanda news edition at 7:30pm
10	Rwanda marks International literacy day	Rwanda Reads	8/9/2016	Amazing Grace Radio	Randa	Kinyarwanda	aired in the evening Kinyarwanda news edition at 7:30pm
11	Launch of "Oh, Rwandan Child" by Peace Kwizera	Imagine WE	15/9/2016	Igihe	Website	Kinyarwanda	http://www.igihe.com/imyidagaduro/article/kwizera-peace-yanditse-igitabo-gitangira-umushinga-yerekanye-muri-miss-rwanda
12	5th launch of "Everybody Reads Rwanda" Campaign by US Embassy	Rwanda Reads	17/9/2016	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2016-09-17/203586/
13	5th launch of "Everybody Reads Rwanda" Campaign by US Embassy	Rwanda Reads	17/9/2016	Rwanda News Agency	Website	English	http://www.rnanews.com/national/12086-ambassador-barks-ruggles-launch-everybody-reads-rwanda-initiative
14	Launch of "Oh, Rwandan Child" by Peace Kwizera	Imagine WE	26/8/2016	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2016-08-26/202946/
15	Launch of "Oh, Rwandan Child" by Peace Kwizera	Imagine WE	1/1/2016	Igihe	Website	Kinyarwanda	http://www.igihe.com/imyidagaduro/ibirori/article/kwizera-peace-yamuritse-igitabo-gitangira-umushinga-yerekanye-muri-miss-rwanda

1 6	Launch of "Oh, Rwandan Child" by Peace Kwizera	Imagine WE	29 /8 /2 01 6	Kigali Today	W e bs ite	Kin ya wa nda	http://www.kigalitoday.com/?miss-kwizera-agiye-kumurika-igitabo-yandikiye-abana-bato
1 7	Rwanda Children's Book Fair	RCBF & Save the Children	1/ 1/ 20 16	City Radio	R a dio	Kin ya wa nda	aired during the evening edition at 7:00pm
1 8	Rwanda Children's Book Fair	RCBF & Save the Children	30 /9 /2 01 6	Akoma	W e bs ite	En glish	http://akomanet.com/kigalis-car-free-zone-decorated-with-childrens-books/
1 9	Andika Rwanda competition and closing of Literacy Month	EDC/L3	30 /9 /2 01 6	Kigali Today	W e bs ite	Kin ya wa nda	http://www.kigalitoday.com/uburezi/ibikorwa-by-uburezi/article/abantu-12-mu-3750-nibo-batsinze-amarushanwa-yo-kwandika

Annex 3: SCOPE/Mureke Dusome Media Coverage

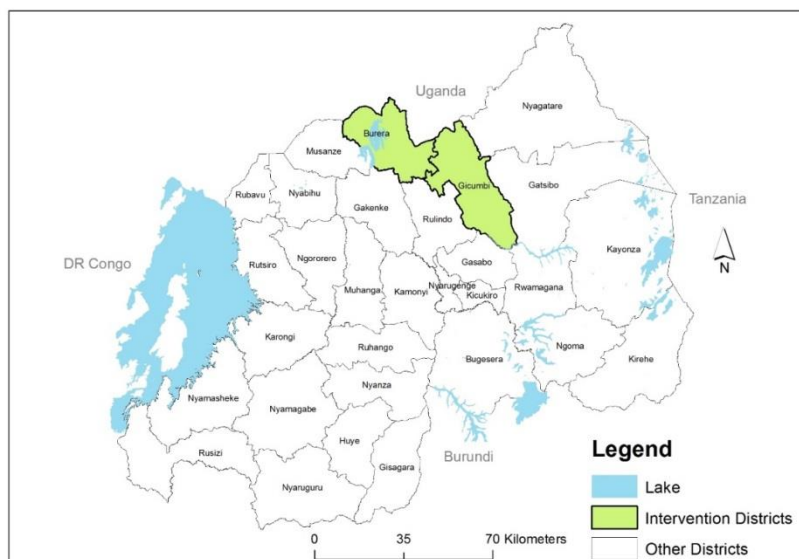
	<u>Events/oppor-</u> <u>ts</u>	<u>Organi-</u> <u>sation</u>	<u>when</u>	<u>Media</u> <u>house</u>	<u>type</u>	<u>lang</u> <u>uage</u>	<u>links to stories</u>
1	Mureke Dusome launch in Gicumbi	Save the Children	6th April	Kigali Today	website	Kinyarwanda	http://www.kigalitoday.com/sip.php?article29471
2	Mureke Dusome launch in Gicumbi	Save the Children	8th April	The New Times	website	English	http://www.newtimes.co.rw/section/article/2016-04-08/198789/
3	Mureke Dusome launch in Gicumbi	Save the Children	6th April	Touch Rwanda	website	Kinyarwanda	http://www.touchrwanda.com/gicumbi-uburezi-bwibanze-ni-uburenganzira-bwa-muntu/
4	Mureke Dusome launch in Gicumbi	Save the Children	7th April	Imvaho Nshya	Newspaper	Kinyarwanda	Imvaho edition number 3727
5	Mureke Dusome launch in Gicumbi	Save the Children	5th April	KT Radio	Radio	Kinyarwanda	http://www.ktradio.rw/?-Amakuru-Arambuye-
6	Mureke Dusome launch in Gicumbi	Save the Children	5th April	Flash FM	Radio	Kinyarwanda	Aired in the Kinyarwanda evening edition
7	Mureke Dusome launch in Gicumbi	Save the Children	5th April	Ishingiro Radio	Radio	Kinyarwanda	Aired in the Kinyarwanda evening and morning editions
8	Book purchasing consortium	Save the Children	27th April	The New Times	website	English	http://www.newtimes.co.rw/section/article/2016-04-27/199327/
9	Book purchasing consortium	Save the Children	3/5/2016	The new Times	website	English	http://www.newtimes.co.rw/section/article/2016-05-03/199510/

Annex 4: List of Documents posted to USAID's Development Experience Clearinghouse (DEC)

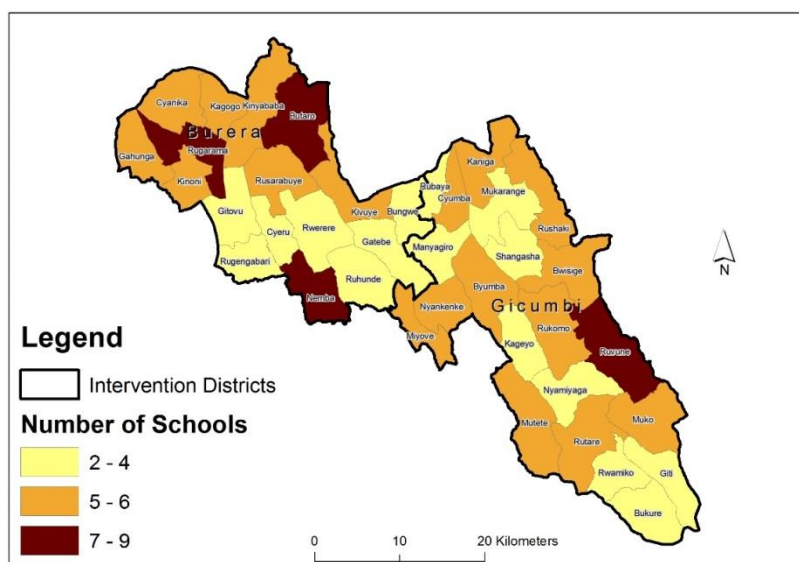
Name of document	Date of production	Location/Link to document		
		Date of upload	Document ID	
Q2 SCOPE Report	April 2016	29/09/2016	5a767a75-ac52-4cfd-8749-bd61e1371df0	2016 -Q2-SCOPE Quarterly Report-Final-30th April https://dec.usaid.gov/dec/content/Detail.aspx?ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlID=MzgwMzI0
Q3 SCOPE Report	July 2016	29/09/2016	11825af3-1272-4499-8e27-4a318c7e6043	2016-Q3-SCOPE Quarterly Report-Final-23 Aug 2016 https://dec.usaid.gov/dec/content/Detail.aspx?ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlID=MzgwMzI2
Q4 SCOPE Report	September 2016	03/12/2016	24321b89-be79-463c-b121-1191645e1b6	https://dec.usaid.gov/dec/content/Detail.aspx?ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlID=MzgzNDIx
2016 - SCOPE Best Practices for engaging families and communities in supporting children's literacy development-Final-01st August 2016	August 2016	12/11/2016	bb82ef3e-2fb6-47d3-b5f4-9e0c99f61adb	https://dec.usaid.gov/dec/content/Detail.aspx?ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlID=MzgyMzA4
2016-SCOPE-Children's Readership Preferences Study-Final-01 Nov 2016	November 2016	12/12/2016	97ef36ab-caf0-4ed0-8cf1-23e7fdaf58a	https://dec.usaid.gov/dec/content/Detail.aspx?ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlID=MzgzMzAz

Annex 5: Maps

Picture 1. Map of Rwanda, Burera and Gicumbi Districts in Green



Picture 2. Map of number of schools in Gicumbi and Burera Districts per sector



Picture 3. Map of schools in SCOPE catchment areas in Burera and Gicumbi Districts

